

THE NORTH CENTRAL ASSOCIATION QUARTERLY

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April, 1956

Number 4

Every Age Is An Age of Crisis

A Touch of Immortality

A Workshopper Reports

Looking Ahead at Accreditation
in Secondary Schools

Education in a Freeing World

A College Re-Identifies Itself

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges
and Secondary Schools*

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THE NORTH CENTRAL ASSOCIATION
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Association Notes and Editorial Comments

AUTOMATION, AN EDUCATIONAL PROBLEM

"AUTOMATION," coined so recently as yet to appear in a standard dictionary but so fraught with meaning to every family as to have become a household word, still lies below the horizon of educational thought. Economists, industrialists, and leaders of labor alike agree that it is probably not second in importance to the Industrial Revolution, and is here to stay.

The editor freely avows his incompetence to deal with the technical aspects of this new development—its probable effect upon the daily lives of the millions of individuals who comprise our population. But he has been wondering about certain prospects and the responsibilities which educators are normally bound to assume in regard to them: in particular, what effective leadership can the North Central Association marshal to focus attention upon the problem of preparing a whole generation of citizens to subdue this new force "to the useful and the good" in their individual and corporate lives.

The art of living, like any art, is long in attainment. This new task, then, will run through all the years of American education—the elementary, the secondary, and the college. Educational philosophers, curriculum builders, administrators, teachers, and

guidance workers are involved together.

But for the time being let us set aside the elementary schools and the colleges and think only about attacking the problem at the secondary level. Strategy dictates that we begin there, because the largest population of school-goers soonest to be hit by this technological development is found there.

If the Association should turn its attention in that direction, what problems would it have to consider? If it be true that "one's occupation is the watershed down which the rest of one's life flows," the problem of occupational opportunity in the new industrial scheme of things would be paramount. Then wouldn't the whole program of vocational education—and its philosophy—as now organized and conducted in the secondary schools demand penetrating examination?

Then, too, so closely related as to be quite identical, is the problem of economic security. With insecurity, actual or threatened, comes dis-ease of mind and therefore of spirit. What promising countermeasures could be devised here?

If the great mass of our workers is about to be dominated by pushbutton production and an ever-shortening work-week, how can we help those of high-school age to raise barriers against

the debilitating effects of unoccupied time? The current accounts of juvenile delinquency lend point to this question.

And so the problems run.

Well, the North Central has never backed away from an educational challenge because it was inherently tough. It has not always come up with a definitive answer, but it has tried nevertheless. Through the Committee on Experimental Units, of the Commission on Research and Service, it has produced a long series of Unit Studies in American Problems designed for use in secondary schools which have sold by the hundreds of thousands. In the January number of *THE QUARTERLY* attention was called to the latest undertaking ("The NCA Launches Another Major Project"—page 237), which is described at some length in this issue (pages 312-315). This project, for which \$125,000 has been awarded by the Ford Foundation, is the preparation of an experimental unit on international understanding. Certainly, automation is another, perhaps no less important, "American problem." So why not commission the Committee on Experimental Units to attack it too?

HARLAN C. KOCH

THE COLLEGES OF LIBERAL ARTS ON THE MOVE

THE NORTH CENTRAL ASSOCIATION may justly be proud of the spirit and the achievements of the Committee on Liberal Arts Education, of which Russell M. Cooper, of the University of Minnesota, is chairman. Since 1938 this committee has been studying the aims and functions of colleges of liberal arts and how to improve their effectiveness as educational institutions *from within* the colleges themselves. One of the most productive procedures that the committee devised is the workshop. Elsewhere in this number of *THE QUARTERLY* appears a

brilliant critique of the status quo prevalently ascribed to the colleges of liberal arts, under the caption, "A Workshop Reports," by Margaret F. Lorimer, of Hastings College, at Hastings, Nebraska. In *THE QUARTERLY* for October, 1955, the editor pleads for a wider audience for the liberal arts study. Miss Lorimer's article lends point to his plea.

In its annual meeting at St. Louis, the Association of American Colleges, six hundred strong, decided to begin a re-examination of the roles of its members in the years ahead. Just what influence the long-sustained activities of the NCA committee may have had upon this decision is not known. That it could not have been negligible may fairly be assumed. Certainly, it is heartening to know that the planned reexamination calls for a study of secondary schools, colleges, and graduate schools, presumably as an educational continuum as it should be. The editor has long contended that public education must be viewed as such a continuum when the problems of any of its units are under scrutiny. None of these units is self-contained—a fundamental consideration, either latent or manifest, in the operations of the NCA as a whole and of the Committee on Liberal Arts Education in particular insofar as the destinies of the latter are related to the lower and the higher levels between which it stands.

HARLAN C. KOCH

WESTWARD TO THE FAR EAST¹

The land and the people.—If one is lucky the first glimpse he gets of

¹ An informal report of the Visiting Team to American Dependents' Schools in the Far East. Members of this group representing the North Central Association were Everett H. Fixley, Professor of School Administration, University of New Mexico, and Stephen Romine, Director of the Bureau of Educational Research and Service, University of Colorado.

Japan is the beautiful and majestic snow-capped summit of Fujiyama, or Fuji-san as the Japanese reverently call it. We were not so fortunate. From Wake Island we flew above an overcast, and when our C-97 broke through the clouds to land at Tokyo International Airport it was raining. But the seven happy gods of Nippon smiled on us eventually, for our last and lingering view of this land of contrasts was that of lovely Fuji, freshly frosted with new snow, gleaming white against the deep blue of an early morning sky.

Japan is a beautiful land. Mostly mountainous and blessed with much moisture, it is also a green land. In October, on Hokkaido to the north autumnal colors splashed the hills with hues of brilliant New England red and gold. Far to the south, on Kyushu the rice harvest was in full swing. Here the softer amber hues of freshly-threshed rice and the bent backs of farmers laboring in the fields made a warm and pastoral scene.

The Japanese impressed us as a friendly and gracious people. They seemed to be industrious without exhibiting the frustration and frenzied hurry that mark so many American faces. Perhaps they realize better than we who are newer among the world's cultures that life has been going on for a long time and will probably continue to do so. One somehow gains from them the feeling that not everything must be done today, nor must the cup be drained dry and smashed against the flagstone of the moment. And yet these people were delightfully alive, interesting, and responsive.

Swinging off to the southwest are the islands of the Ryukyu, of which Okinawa is the largest. Although like Japan in many respects, the activity of rebuilding here was typically American and was and is being supported by American dollars. Our stay there was too brief to see much of the island or to

become acquainted with the Okinawans, although we did get quick glimpses of a few interesting places.

The small but growing University of Ryukyu reveals the great importance attached to education everywhere we visited in the Far East. The Teahouse of the August Moon has an intimacy all of its own which one cannot appreciate completely by seeing the current and popular stage play by the same name. The island of Okinawa, too, is beautiful but in a way different from Japan. The green of the foliage and the many and merging hues of blue and green of the sea are not easily forgotten. They seem to constantly crowd the sandy beaches caught between them, whose shores harbor the few remaining shattered hulks of vessels sunk during the last great land operation in World War II. Nor can one erase the memory of the battered Torii and the Over-the-Waves Shrine looking out to the sea at Naha. These, too, are marks of the times.

South and west still farther lies the land to which MacArthur returned. More rain ushered us in, and as our "Super-Cony" sat down, the water flew high and wide. Just beyond the fence along the runway the gentle and slow moving carabao so characteristic of the Philippines stood unmoved by our noisy and dramatic appearance. No gods, but only foreign mortals were we.

The Philippines are also richly green and beautiful. Manila is like no other place on earth, with its honking Jeeps and overwhelming masses of interesting peoples all seemingly speaking in different tongues. But when one has not made the effort to understand one of them, he has no reason to complain.

The area around Baguio is mountainous and overflowing with the beautiful and the different. Igaroots wearing G-strings and smoking cigars mingle in

the market square with señoras whose dress and manner are reminiscent of the Spanish influence. There, too, are found beautiful and attractive young women attired as though Fifth Avenue were just around the corner. And against the blue-gray clouds that seem always to lend an air of mystery to the surrounding hills, the twin steeples of the cathedral dominate the city.

The schools we saw.—Lest one erroneously conclude that this trip was only a holiday, it is well to hurry on to the purpose behind the whole adventure. What of the American Dependents' Schools accredited by the North Central Association of Colleges and Secondary Schools?

Set down here and there in these lands we visited were little bits of America. Of these schools transplanted in far parts of the globe we can justly be proud. To be sure, they have their failings and their problems, both often colored or complicated by geographical and other factors. But in the main they are good schools run by good people doing a good job for good American boys and girls.

The qualifications of the teaching personnel in these schools compare favorably with stateside qualifications. Teacher turnover is a real problem but one need not go abroad to discover that. The classes which we observed suggest a somewhat greater usage of a wider variety of instructional methods and techniques than typically is observed in the United States. Student participation in learning activity, with a few exceptions, was especially commendable. And parents as a whole in the Far East are much more actively interested in the high schools their children attend than is true in the States.

Although improved over the past, supply is still a problem. Distance is great, and school supplies are something relatively new to the Armed

Services. Continued improvement is needed and expected, and something is being done about it.

In general, school buildings are not so attractive as those in the United States. One reason, of course, is the temporary nature of many of them, a factor which influences every aspect of their operation. Where permanence is more likely, plans are being made to provide buildings of the type which a modern American community would be proud of. Some of these already exist, and it appears that improvement has been made in most or all school buildings over the past several years. In terms of health and safety the buildings seem generally to be adequate, and they do not seem to influence adversely the educational services housed therein.

Administration is in the hands of civilian educators, but is operated through the several branches of the military. Civilian and military personnel seemed to be cooperating well, although the lines of authority and operation do not parallel those which are typical of stateside public schools. Much, perhaps too much, seems to depend upon local military commanders, but this situation, too, is being studied and improved. Fortunately for the schools, those commanders we met seemed to have a real concern for education, an understanding of the problems, and a genuine willingness to be helpful and to take the counsel of civilian educators. These attributes on the part of all concerned, both civilian and military, will go a long way in solving the problems still to be dealt with.

The challenge we face.—What of the North Central Association's stake in these American Dependents' Schools? If our military establishments in the Far East can be said to be our first line of defense, then our schools can be said

to be our first line of offense—a peace offense. Anything that the NCA can do legitimately to help these schools to serve the boys and girls and the families of which they are members is striking a blow for democracy, freedom, reason, and intelligence.

There is no doubt but the influence of the Association has been helpful in placing greater administrative responsibility for the schools in the hands of civilian educators. Many other improvements already accomplished obviously and admittedly have grown out of our friendly counsel and leadership. It is evident that these schools need, want, and deserve the interest and support which only we can give.

The American Dependents' Schools do not have status with other accrediting agencies, such as a state department of education. Our program is all that they have. In a number of ways they also operate under conditions quite different from those known to our stateside schools. They, and we with them, face some problems. Together we may solve them, where alone they may fail. Deviations, proved to be necessary and not detrimental to fine educational services, should bother us neither more, nor less than is the case with our stateside member schools.

Most important, of course, is that we do all we can to help these schools and that the men and women who operate them render the kind of educational services we would want for our boys and girls were *they* in attendance. And it is *our* boys and girls who are attending.

Sayonara.—And so, winging eastward again, our journey came to an end. The land and the people, the schools we saw, and the challenge—all remain and yet are not now the same. How does one succinctly summarize his impressions and memories of such an adventure? One word will do it

perhaps as well as many, but only a word coined by an American airman seven thousand miles from home at Tachikawa—"Fantabulous."

STEPHEN ROMINE

NORTH CENTRAL HIGH SCHOOLS IN EUROPE AND NORTH AFRICA

WHEN THE INTERNATIONAL SITUATION following World War II developed in such a way as to make it necessary to station American military forces all over the world, a background was formed for the creation of a unique educational experiment. Knowing the importance of high morale among the members of our military forces and believing that the presence of a man's family would do more than anything else to maintain morale in peacetime, Uncle Sam began a program of transporting dependents to American military installations. Having transplanted these families abroad, it became necessary to transplant a significant phase of American life along with them—that of public education. Thus, we have the beginning of the American Dependents' Education Organization.

Starting from scratch, as our pioneer forefathers, public elementary and secondary schools have been built all over the world. Early in their development it became quite evident that if these schools were to develop along the lines of public education in the United States, a relationship would need to be established with some accrediting agency which could help insure professional leadership. So a working relationship was established between the Department of Defense and the North Central Association and American Dependents' High Schools became members of our North Central family. A Dependents' Schools Committee was created with the Secretary of the Secondary Commission as the Chairman.

Annual reports are filed and each two years the Department of Defense underwrites an actual visitation to the member schools and to those which aspire to membership.

Out of this background George Beck and I left our respective homes of Duluth, Minnesota, and Lincoln, Nebraska, on October 12, 1955, and headed for Washington, there to begin a visitation tour of American Dependents High Schools in Europe and North Africa which was to last until December 23.

Traveling under military orders we took a train to McGuire Airbase in New Jersey. After several false starts due to bad weather, we finally boarded a MATS "bucket-seat job" and set out for our first stop at Newfoundland. Here we again ran into weather difficulties and never were able to get over to the high school at Pepperrell Airbase in St. John's, Newfoundland.

From Newfoundland we took off for the big hop across the Atlantic to Prestwick, Scotland. Upon our arrival in Scotland we were met by A. D. Robertson of USAFE who, with the exception of the visit to the USAREUR schools, stayed with us for the duration and did a splendid job of "hosting" us. While visiting USAREUR schools we were accompanied by Dr. Earl Sifert, Director of the Dependents' Education Organization, Dependents' Education Group (USAREUR), and some of his staff, who likewise went beyond the call of duty. Transportation and lodging were well handled and every effort was made to make our visit a most pleasant one.

By October 20 we were on the job. We visited two schools in England, four in France, eleven in Germany, two in Italy, one in Turkey, four in North Africa, and one in Spain.

What a rugged and yet highly interesting tour of duty this turned out to

be! Traveling by car, by train, and by plane, we hurried from place to place, trying to spend at least a full day in each school. The planners of the itinerary had been most thoughtful, particularly with respect to arranging for the week-ends: London, Paris, Wiesbaden, Berlin, Karlsruhe, Berchtesgaden, Naples, Casa Blanca, and Madrid.

Within a short time a routine procedure was developed for the actual visit. Arriving at a military installation we would pay our respects to the Commanding officer and his staff and then begin as quickly as we could to visit the school. Except in a few instances where conflicts prevented, we visited every teacher in the twenty-six schools on our itinerary. At the end of the school day a "critique" was held which was attended by both civilian and military administrators. At this time we gave our frank reactions to the things we had seen during the day. It was always our purpose to be concerned not only with how well the school was meeting accreditation standards, but to give professional leadership in every way we could.

The importance of this on-the-spot reporting became more apparent as time went on. Since we were gone seventy-three days and since we visited twenty-six schools, considerable time naturally elapsed before we were able to provide each individual school with a written report of our visit. In the meantime, however, they had had our oral report as a basis for activity; so this lag between the actual visit and the receipt of the written report was less negative than it otherwise would have been.

Our contacts with the Commanding Officers and their staffs were most impressive and we were highly pleased with their attitude toward education and their desire to improve their local situation. Very frequently we found

ourselves wishing that men in positions of similar importance in the United States might show as much interest in public education in their own communities as these men did. The intimate knowledge some of the Commanding Generals had about the schools in their area was most impressive and we certainly have nothing but praise for the fine way in which we were treated.

While each military installation was a "Little America," we hardly expected to find school boards and parent-teacher organizations, but we did in nearly every case and they were active, too. The school board was usually appointed by the Base Commander and served in an advisory capacity. Except for better attendance, especially by men, the P.T.A. was very much as we find it at home. On one base we got an interesting clue as to how good attendance might be achieved when we heard a Colonel complaining that attendance had been rather poor at the last P.T.A. meeting and he thought he should send out a directive.

Generally speaking, school buildings were quite adequate. This was particularly true in Germany where occupation money had been used to do the building. The buildings in Germany were excellent—in fact, some of them were outstanding, with fine, well-lighted classrooms, well-equipped shops and laboratories, excellent libraries and ample gymnasiums and auditoriums. Air Force schools in some of the more far-flung outposts were less fortunate but they were doing the best they could to modify available buildings.

Generally speaking, competent personnel, in both administration and teaching, have been provided for these schools. Instruction ordinarily was quite well handled. We saw numerous examples of superior teaching and only infrequent cases of poor teaching. In

some instances the ineffective teaching was a direct result of the lack of instructional supplies. Except in some of the smaller schools which lacked the enrollment and the facilities to do very well in the fields of the fine and practical arts, the basic program of studies was excellent. In the areas of science, mathematics, and foreign languages, the breadth of offering would probably exceed that of comparable schools stateside. We believe, however, that in many schools increased attention could be given to expanding the business education offerings and to providing more experiences in speech.

Pupil morale was generally quite high. These youngsters seemed to possess a great deal of maturity and were taking full advantage of the unique opportunity in which they found themselves. Every school had a student council and council officers seemed quite aware of their responsibilities to help build good traditions in their "new" schools.

Fine progress is being made in the very important area of guidance services, especially in the USAREUR schools. Well-trained personnel were working at programs of preventive guidance. Testing programs were being developed. Air Force and Navy schools were inclined to trail in guidance services but this will not be for long if present plans can be carried out.

Library services were excellent in most of the schools which have been in operation for some time. In fact we saw any number of very fine teacher-librarians who would have been in great demand in many of the schools of our home states of Minnesota and Nebraska and the envy of those hundreds of North Central schools which lack fully qualified librarians.

Football season was in full swing during the period of our visit. Schools were fielding six-man as well as

eleven-man teams and no rivalry between stateside schools is more spirited than that which is found in the struggle for the USAREUR football championship.

After football comes basketball which is followed by a lively "state" tournament held at Frankfurt, Germany. This spectacle, which rivals that of any of our states, is well attended and we were told that the "dependents kids" had a wonderful time and were fine representatives of the United States as they attended and participated in this event so foreign to historic Frankfurt.

With the coming of spring, track and field will take over, followed by summer baseball programs.

Soccer, the universal European game, which we saw whenever a dozen youngsters had time and a vacant lot, is catching on rather slowly in the American schools. This might be due to our tendency to cling to our old favorites or perhaps because native teams were so apt to be superior.

The high schools in Germany, both Air Force and Army, were out ahead of the rest in most instances. This is due to the use of occupation money for School buildings, because the schools are large enough to have good programs, and because most of them have been operating for several years.

Another important factor is found in the centralized administrative set up in USAREUR which has come about largely through North Central leadership. Here we find a superintendent of schools long known and respected in North Central circles, Dr. Earl Sifert, and a competent professional staff. The military has teamed up a fine supply organization with the professional staff and the good results are very gratifying to see.

Since our return we have had progress reports from several of the schools

which seemed to fall quite short of meeting North Central standards. The accomplishments made in some cases are amazing. Working against great odds, civilian and military officials have made tremendous progress in their attempts to operate "North Central" schools and provide better education. Our hats are off to them. Their response is not only an indication of their sincerity, but a tribute to the great Association which we represented.

The story of American Dependents education is a unique one in public education. The Department of Defense is doing well by our youngsters and many of these schools could present a challenge to our good stateside schools. We are proud of the fine work that has been done and hope that our visit can in some small way contribute to the further improvement of educational opportunity for these young Americans who find themselves scattered all over the world.

FLOYD MILLER, *Chairman*
Commission on Secondary Schools

THE FORD FOUNDATION AWARDS \$125,000 FOR EXPERIMENTAL STUDY IN FOREIGN RELATIONS¹

RECENTLY NORTH CENTRAL was given a grant of \$125,000 by the Ford Foundation to develop a two year experimental study in foreign relations for secondary schools. The objectives of the program are:

1. To stimulate interest in foreign affairs and understanding of its importance in our lives.
2. To develop better comprehension of the current basic American foreign policy problems.
3. To help develop ability to think critically about possible solutions of the problems of American foreign policy.
4. To develop techniques, methods, and habits by which youngsters will continue their interest in and their study of foreign affairs.

¹ Released for publication by the Committee on Experimental Units.

5. To develop materials that are prepared by outstanding authorities and that are at the same time, interesting and comprehensible to students; that provide the reader with an understanding of the "ground rules" involved in conducting our foreign affairs, and the basic issues involved in typical current problems.

To further these objectives North Central has retained the services of a full-time director who will work with the schools in carrying out the program. Science Research Associates, educational publishers, has been asked to develop the materials which will be used in the program. A series of five booklets has been planned. Two are of a general nature and three cover specific geographic areas. E. Raymond Platig, of the Social Science Foundation, University of Denver, will write the initial booklet on fundamental concepts in foreign policy. He will set the stage for the more specific booklets by considering such concepts as means and ends in foreign policy, idealism vs. pragmatism, the actual making of policy by the executive, congress, and the people.

His work will be followed by a booklet on United States and Russian relations. Henry Roberts and Paul Zinner, of Columbia University, will collaborate on this paper. They have just recently completed a study on Russia for the Council on Foreign Relations. Harold Deutsch, of the University of Minnesota, will consider major problems in our relations with Germany. His problem paper on United States policy toward Germany was an outstanding contribution to the Midwest Seminar on United States Policy held at Itasca Park in September, 1955. Considering problems in our relations with China, John Armstrong, of the School for the Advancement of International Studies in Washington, D. C., will examine the current scene in that country. He will help the stu-

dent to understand some of the complexities which have developed in our relations with the Chinese. Finally, in the fifth booklet, Joseph Black, of Miami University, will talk to the puzzled youngster who wonders what can be done in the quest for a meaningful peace. He will trace some of the movements both historically and currently which have endeavored to reach understanding through international cooperation. Dr. Black has taught international relations both in secondary schools and in colleges.

In the eyes of the Committee on Experimental Units such a program has long been overdue. It has been of deep concern to educators that there are not up-to-date, comprehensive source materials on international affairs which can be read and understood by high school students. Most materials which can be made available presuppose an understanding of the basic principles involved in foreign affairs. There are, to be sure, excellent texts on world history, problems in American democracy and similar subjects. However, the Committee has recognized that the very current nature of foreign affairs requires a program which reaches beyond the typical social science text book. Current affairs newspapers which are graded for secondary school children serve a useful purpose in bringing current news to the classroom. However, they are limited in the amount of space they can devote to underlying issues. The new program will bridge the gap between the text and the weeklies by providing authoritative current material as a springboard for a fuller understanding of the underlying factors involved in foreign relations.

Another problem which prompted the request for the grant was the fact that only a small percentage of our high school children continue their formal education beyond the senior year. This

means that for most young people there is no further opportunity to gain an understanding of foreign affairs in a systematic fashion. The good work being done by adult education groups in this respect cannot affect more than a fraction of our citizens.

The problem of finding readable source materials for his students is not the only problem facing the classroom teacher. Even if he has located pertinent material he is faced with the difficult task of sifting out biased and non-objective material. Many sources offer limited or fragmentary treatment of a problem and often crusade for a particular point of view.

In order to provide a well-balanced approach, therefore, the authors of each booklet will present problems as seen from various viewpoints. The booklet on Russia, Germany, and China will be treated in the "problems approach" manner. The author will select certain pressing problems. He will give the background of each, present the issues involved, and pose various alternatives. No attempt, of course, will be made to recommend any one alternative. As a further check on the materials, a "committee on objectivity" will be selected to review each of the booklets. The members of the committee, well-known authorities in the field of foreign relations, will read each booklet and evaluate it before publication.

On leave, James Becker, assistant professor of social studies at Illinois State Normal University, will direct the project. He will work in close liaison with pilot schools, serving as a consultant in helping to develop techniques for presenting the program. He will arrange conferences and workshops with teachers and will supervise student, teacher, and parent evaluations.

In the first year of the program, some eighteen midwest high schools will participate. Nine schools will be supervised

by the director and his staff and nine will use the materials without benefit of consultants. The results forthcoming from these unsupervised schools will be especially significant in the second stage when many more schools will participate. Schools have been selected in rural and small urban communities and in large cities. Vocational interests of the students and socio-economic levels of a given community have also been factors in determining the pilot schools.

In the spring of 1956 materials will be reproduced by planagraph. Each student will have a set of booklets for his own personal use. The materials will be re-evaluated following the workshops and conferences of the summer, and then printed with appropriate visual materials. In the fall of 1956 approximately five hundred schools throughout the country will be invited to participate as pilot schools. Again the field director and his staff will assist schools both in the carrying out of the program and in the evaluation of the general effectiveness. Materials will be supplied free.

In both stages, the psychological testing staff of Science Research Associates will assist in devising questionnaires for teachers, students, and their parents. The tests will endeavor to ascertain general teacher, pupil, and parent reactions; how the material can be improved—particularly with respect to its being used in non-supervised schools; to what extent pupils' knowledge of foreign relations has been increased by the program; to what extent participants have learned where to obtain and how to use sources of information about foreign affairs; to what extent this program has affected the student's knowledge about other areas of the social studies; how many schools intend to repeat the program; and how many schools would want to utilize a portion of the booklets.

Pupils to be tested will be selected

from schools which seem well-matched, except that some schools will have participated in the program while others will have not. Tests will be devised and administered to measure attitudes and, more particularly, attitudinal changes that may occur as a result of the program. Standardized tests in social studies will be used as a further check into the specific knowledges and understandings gained.

DEVELOPMENT OF COOPERATIVE RELATIONSHIPS WITH PROFESSIONAL ACCREDITING ASSOCIATIONS:
THE GENERALIST PLAN

THIS IS A REPORT to the member higher institutions of the North Central Association on the development of the generalist plan, a program initiated by the Committee on Professional Education in 1954 as a means of cooperating with the accrediting agencies in the professional fields. The purpose of this plan is to bring to the evaluation of professional programs the broad competence of experienced general administrative officers. The underlying principle is that the major administrators of our universities—the persons who are responsible for financing and coordinating programs of professional education—should be actively represented in the process for the accreditation of these programs. The key person in the plan is the generalist, that is, the North Central Association representative who accompanies the professional accrediting committee on its visit to an institution. The generalist plan is not a part of the North Central Association's own accrediting procedure and the generalist does not attempt to evaluate the institution for the purposes of the Association.

Extent of Program

The plan has now been in actual operation for fifteen months. Generalists have been appointed for thirty-six

visits to twenty-six of the larger universities in the region of the Association. Almost all of the institutions of complex organization in this nineteen-state area have participated in the program, either by requesting generalists for accrediting visits to their campuses or by providing generalists. Four universities—the State University of Iowa, the University of Kansas, the University of Minnesota, and the University of Wyoming—have each requested three or more generalists. Generalists have now accompanied committees representing twelve of the major specialized accrediting agencies; four other agencies have agreed to cooperate in the plan but there have not yet been occasions for generalists to accompany their committees. The number of requests for the appointment of generalists is increasing.

The generalist plan has been developed primarily for institutions of complex organization. In a few instances generalists have been appointed at the request of small and medium-sized colleges, but the use of generalists has been most effective in visits to large universities.

This program has recommended itself to our member institutions in part because of its simplicity and flexibility. The necessary machinery and paper work are minimal. The plan is voluntary. It is noncoercive. It is eminently feasible in the sense that it places very little burden on our universities. It is inexpensive. And most important of all, it promotes the unity of the university and reduces the tendency, which has occasionally manifested itself in some fields, for the professional accrediting agency to seek preferential treatment for its field in the budgetary and administrative arrangements of a university.

Mode of Operation

The generalist plan operates in the

following way: Whenever a cooperating professional agency is planning an accrediting visit to a member university of the North Central Association, it notifies the Association of its intention well in advance of the visit. The Association then asks the president of the institution whether or not he wishes to have a generalist appointed for this visit. Participation by an institution in the generalist plan is voluntary and a generalist is appointed only on the request of the president. If such a request is received the Association appoints a generalist—typically a president, a vice president, or other officer who is engaged in general university administration—and informs the professional agency of this appointment.

The professional agency includes the generalist in its plans for the visit, providing him with the same information about the survey and the program to be appraised as it gives to its own representatives. During the visit the generalist supplements the specialized knowledge of the professional representatives. He is not a member of the professional accrediting committee but is, in a sense, a consultant to the committee. He brings to the attention of the professional committee any information concerning the purposes and policies of the university as a whole which seems to have relevance to the appraisal of the specialized program. He provides liaison between the professional committee and the central administration of the institution. The generalist is selected for his breadth of competence as an administrator and not for expertness in the professional field in which the evaluation is being made. The specialized competence in the professional field resides in the representatives of the professional accrediting agency. After the professional committee has prepared its written report a copy is sent to the generalist for

his information and for such comments as he may wish to make.

The Value of the Program

From the point of view of the institution the generalist plan is valuable in that it promotes communication between central administrative officers and professional accrediting agencies and also assures that professional programs will be appraised in the light of total institutional interests. In such matters as administrative organization, financial policy, plant utilization, balance of program, and the effects of different types of accrediting standards on a university the generalist is able to bring valuable insights and advice to the deliberations of the professional committee. Expertness in these matters comes from experience at the highest policy-making level in a university and that is why it is important that the generalist, if he is to make his full contribution to the professional accrediting process, be a president, a vice president, or other general administrative officer.

The professional agencies obviously derive several benefits from this plan of cooperation. Their committees are helped by the presence of a general administrator whose understanding of the broader problems of a university complements their own specialized knowledge. Also, most professional agencies welcome the opportunity to demonstrate their mode of operation to administrators outside their specialized areas. They feel that this promotes better understanding of the problems and needs of their professions and that a wider appreciation of what they are doing will advance their interests in higher education. The following comments taken at random from the letters of officers of professional accrediting agencies are typical of the cordial response of these agencies to the generalist plan:

Thus far I have worked with three North Central Association generalists. Each of these three men has made real contributions to our evaluations.

It appears that this plan offers an efficient way of maintaining understanding and cooperation between the regional associations and the professional groups. Those from the liberal, generalist, or administrative point of view may thereby have a more intimate appreciation of the objectives and problems that concern those in a special discipline or profession. On the other hand, the visitors representing a special professional field are helped to be more aware of the many other values to be considered, values that range from the more inclusive objectives of an educational institution to the nicer amenities which make such a visit pleasant to all.

In talking with members of the survey group, I know they greatly appreciated having President ——— with them and that some of his comments and advice were most helpful during the conferences.

This letter is written to express appreciation of the work of the very competent university administrators whom the North Central Association has assigned to work with visiting teams of the accrediting committee. These men have been extremely helpful to us in our work. They have been especially helpful in the appraisal of administrative relationships but they have been useful also in a great many ways in appraising more effectively the work of the unit itself.

Reports of Generalists

A valuable by-product, not envisioned when the generalist plan was initiated, is the benefit accruing to the generalists themselves. Without exception the generalists have reported that the experience of working with representatives of professional accrediting agencies and becoming acquainted with the internal affairs of universities other than their own is profitable to a high degree. Moreover, most of the generalists have reported quite favorably on the methods and attitudes of the professional committees they have accompanied. The following statement by one of the generalists, a state university president, is typical:

I was pleased and impressed with the philosophy of education displayed by the visitors. They seemed to be very much aware of the importance

of liberal education in any program of a professional curriculum. The attitude of the committee was constructive, helpful, and in keeping with the general views of college administrators. They were concerned with the question as to whether the students were getting the best possible education within the limits of the objectives of the department and in accord with the philosophy and the facilities of the institution.

From the reports of the generalists it seems clear that this plan is promoting a wholesome relationship between university administrators and professional accrediting organizations. In the friendly face-to-face situation in which the generalist works with the professional committee there develops an understanding of the larger aspects of accrediting which could hardly be achieved in conferences or discussions on accrediting problems in the abstract. Through this process the professional groups, representing the best educational thought in their fields, and the generalists, with their sense of balance and perspective on university education, are hammering out a new pattern for the accreditation of professional programs—a pattern that may hold promise of significant benefits for American higher education.

Membership of the Committee on Professional Education:

- Dr. Ralph L. Collins, Associate Dean of the Faculties, Indiana University (Chairman)
- President Howard L. Bevis, Ohio State University
- President John R. Emens, Ball State Teachers College
- Dean Carter V. Good, Teachers College, University of Cincinnati
- President Virgil M. Hancher, State University of Iowa
- Dr. R. W. Harrison, Vice President and Dean of Faculties, University of Chicago
- Rev. Theodore M. Hesburgh, C.S.C., President, University of Notre Dame
- Dean Dayton D. McKean, Graduate School, University of Colorado
- President J. L. Morrill, University of Minnesota
- Chancellor Franklin D. Murphy, University of Kansas

Dean Moody E. Prior, Graduate School,
Northwestern University
President M. O. Ross, Butler University

*Accrediting Agencies Cooperating with the North
Central Association in the Generalist Plan:*

American Association of Collegiate Schools of
Business
American Association of University Women
American Bar Association
American Chemical Society
American Council on Education for Journalism
American Council on Pharmaceutical Educa-
tion
American Dental Association
American Library Association
American Psychological Association
Council on Social Work Education, Inc.
Engineers' Council for Professional Develop-
ment
Liaison Committee on Medical Education
National Architectural Accrediting Board
National Association of Schools of Music
National League for Nursing, Inc.
Society of American Foresters

MANNING M. PATTILLO,

Association Secretary

*The Commission on Colleges and Uni-
versities*

AFTER TWENTY-TWO YEARS THE
COOPERATIVE STUDY CONTINUES
TO BE EDUCATIONALLY AND
FINANCIALLY SOUND

ON FEBRUARY 6, 1956, Carl A. Jessen, secretary of the Cooperative Study of Secondary School Standards reported the financial status of the Study as of December 31, 1955. There are four parts in this fiscal statement: Part I—Receipt Account; Part II—Project Account; Part III—Inventory; and Part IV—Assets. The Receipt Account shows a total from sales, July 1, 1955 to December 31, 1955, of \$11,774.28 and Assets, \$59,311.54. These facts make it clear that the Cooperative Study which the NCA initiated twenty-two years ago is very much alive and, business-wise, is in a very sound condition.

ISLANDS IN CONTINENTAL EDUCATION

DR. JAMES CONANT, United States Am-
bassador to Germany, asserts that the

high school in Europe "would delight the hearts of some of our dedicated subject-matter professors." The curriculum is heavy with ancient and foreign languages, stiff courses in mathematics, science, and history. Students, as a consequence, work both hard and long. In the process, he further says, they memorize entire textbooks. "But for 90 per cent of those who are not destined for the secondary school," he added, "there is no full-time education. Many millions of European children attend no more than five hours a week of schooling."

In this situation, the American Dependents' Schools are islands, dedicated to an utterly different educational philosophy. Yet there are those in the States who point to the European schools as templates for the education of American youth.

WHY NOT HEED THIS CALL?

NOT SECOND IN IMPORTANCE to any problem the NCA is working on is that of teacher education. The professional and the lay press are replete with arguments pro and con on this question. Some writers apparently would have the public believe that the schools are staffed with educationally naïve near-morons. To fill this vacuum in understanding and to improve teacher preparation where improvement is needed, the work of the Committee on Institutions for Teacher Education is paramount.

The chairman of that committee, Edward F. Potthoff, of the University of Illinois, issued a call in February, 1956, for declarations of intention to participate in the program of study for 1956-57, particularly in the 1956 workshop. In part, he said,

Every college receiving such a communication should give serious consideration to this matter. There is no one responsible for the Study that is concerned about promoting it from a selfish standpoint. The program is operated on a modest

budget with those accepting responsibility donating their services outright or receiving only token payments. It has succeeded because of the spirit of cooperation with which it was conceived and has progressed. While accomplishments on different college campuses have varied in the degree of benefit received, it is the honest opinion of those who have worked closest with it, that it has far more potential than the majority of the colleges realize.

Before a decision is made in regard to membership, the administration and faculty of each college should give serious consideration to the advantages and disadvantages of participating. If a college is so situated that membership would involve commitments beyond what they can reasonably discharge, that should be recognized. On the other hand, just as serious consideration should be given to whether your college can afford not to participate. There certainly are advantages to participating that cannot be attained elsewhere.

If your college decides to participate, then a workshop representative should be selected at as early date as possible. Within a short time the Director of the Workshop will be sending out communications to college representatives. These will be requesting information that can best be furnished by the one who is to participate in the workshop. Preparation that is being made for the 1956 workshop indicates that it will be a workshop that has had no superior. Your selection of the right representative will help guarantee it.

From time to time—and in this issue of *THE QUARTERLY*—attention has been called to the importance of the work of the Committee on Liberal Arts Education. Alongside should be put the program of the Committee on Institutions for Teacher Education.

PRINCIPLES AND PROCEDURES FOR EFFECTIVE COOPERATION BE- TWEEN BOARDS OF EDUCA- TION AND THEIR CHIEF ADMINISTRATIVE OFFICERS

THE FOLLOWING "Statement of Principles and Procedures for Effective Cooperation Between a Board of Education and Its Chief Administrator" was jointly formulated and formally adopted by the Illinois Association of School Boards and the Illinois Association of School Administrators. In November,

1955, it was adopted by the Illinois State Committee of the NCA as the official Illinois interpretation of Criterion IV-A,B,C,D, of the *Policies, Regulations, and Criteria for Approval of Secondary Schools*. This criterion applies to administration and supervision. After the statement of principles had been approved by the Office of Superintendent of Public Instruction for Illinois, it was produced in quantity for distribution to members of boards of education and administrative staffs. The principles follow:

1. The Board of Education will establish such policies for the conduct and administration of the schools as are prescribed by law and such other policies as may seem advisable and have them prepared in such form that all concerned will be aware of them.
2. The Board of Education will select a Chief administrator who shall be the head of the school system and be directly responsible to the Board for the total administration of the school district. The Board will vest in him the necessary authority and provide him with appropriate personnel to carry out such administration.
3. The Board of Education will endeavor to give counsel and advice to the Chief Administrator regarding the administration of the schools as it deems necessary or expedient, remembering always that board members as individuals have no authority, and only policies voted by the Board have force. The Board will adopt policies only after consulting with the Chief Administrator.
4. The Board of Education will require of the Chief Administrator such periodic reports as the Board deems necessary to keep it properly advised on the administration of the school district. The Chief Administrator must be frank, honest, concise, and complete in his reports to the Board of Education. Important school matters requiring Board action should be presented by the Chief Administrator to the Board as required, not in a semi-private way to individual members.
5. The Board of Education will expect from the Chief Administrator, recommendations for the welfare of the school district. His role is to provide educational leadership for the public schools of his community.
6. The Board of Education will require of the

- Chief Administrator attendance at all Board meetings except at times when his own employment may be under consideration or where by mutual consent he is absent for a reason authorized by the Board.
7. The Board of Education will employ, promote, transfer, suspend, or dismiss personnel after consultation with and upon recommendation of the Chief Administrator and will issue all orders affecting employees through the Chief Administrator.
 8. The Board of Education will endeavor to develop ways and means of serving the community and of keeping parents, patrons, and taxpayers informed of the school program, with the advice and cooperation of the Chief Administrator as their executive officer and professional advisor.
 9. The Board of Education will endeavor thoroughly and constructively to orient new Board members into the work of the Board and the educational program of the schools, with the assistance of the Chief Administrator.
 10. In the community, the Board of Education should expect the Chief Administrator to assume his place as a citizen with all the responsibility which the concept of citizenship conveys. He should use his position of leadership to present the case of public education honestly and forthrightly, and to further community activities compatible with and complementary to those of the schools.
 11. The Board of Education reserves unto itself all of its legal responsibilities for the cooperation of a good common school, including the right to reject any and all recommendations and the right to revise its policies, rules, and regulations from time to time to meet changing conditions.
 12. Under the laws of the State of Illinois, the Board of Education is the final authority on any controversial issue which cannot be resolved through the regularly constituted administrative channels.
 13. All meetings and records of the Board shall be open to the public, with an occasional exception when questions of employment or dismissal, or lawsuits, are involved, in which case the Board might vote to sit as a committee of the whole in closed meeting for purposes of informal discussion.
 14. The Board of Education and the Chief Administrator shall have as the basic criterion for evaluating any issue, its effect upon the educational welfare of girls and boys.
 15. The Board of Education, together with the Chief Administrator, has a moral obligation to provide such leadership and render such services as will give dignity to the teaching profession and the learning process, and as will engender trust and confidence on the part of all citizens in American public education. It is the obligation and responsibility of its members to work together for an increasingly effective program of education for all our people, and, insofar as is required of each, to submerge personal ambition, prejudice, and desires to that end.

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Every Age Is an Age of Crisis¹

YOUR THEME FOR THIS MEETING of the North Central Association is "Enduring Values in Education." Therefore, it is appropriate, I think, at the outset, to identify these values, to recall some of the threats they have survived, to look briefly at some of the barriers that stand in the way of their full realization today, and perhaps to suggest some ways by which they may, in this day and in this age, be reaffirmed, retained, and extended.

Education has occupied a unique place in the development of civilization. Fortunately, the system of education we inherited from our national founders was anchored on certain enduring values. With these values as a foundation, American education did not have to start from a position of total darkness. From the very beginning, it was "rooted in" the high purposes stated in the preamble of our Constitution; namely, "to promote the general welfare and secure the blessings of liberty to ourselves and our posterity."

The values of education were given voice as public policy in 1787 in the great Northwest Ordinance, which has meant so much to so many of the institutions represented here today. The ordinance contained this statement:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. . . ."

¹ Delivered at the Second General Session of the Association, March 25, 1955, in Chicago.

Education's dedication to the search for truth has always cut across the frontiers of space and time. And the stronger this dedication, the more likely it is that it will come into conflict with the passions and discords of temporary affairs. And this, in turn, often brings the charge that education is out of tune with reality.

But quite the opposite is true: the self-imposed discipline in the quest for truth demands relevance to all experience. The scholar deals with yesterday and today, but he looks to tomorrow. He does not leave the world behind him. He keeps it in the foreground but he does not allow it to monopolize his field of vision.

Intrinsic to the search for truth is the obligation to preserve and advance knowledge. Knowledge can be claimed by no man as his exclusive domain, but education is the agency through which knowledge is found and filed and fostered. Education builds on the physical, spiritual, and intellectual past and hands to posterity the fruits of its labors.

The tradition of American education is one of expansion and extension of educational opportunity to all, regardless of race, color, creed, or social or economic position. Through this ever-broadening coverage—opportunity to each in accordance with his desire and ability to profit from it—education constantly replenishes and extends the intellectual resources of the nation.

Through its close and interlocking relationship with the home and the church, even though they be separate

in organization and control, education builds spiritual strength, preserves and enhances moral values, demonstrates their applicability and relevance to life, and in many ways contributes to the spiritual backbone that sustains the individual and the nation in the times that try men's souls in every age.

Education goes about its task in a climate of freedom. Without freedom, education is meaningless. Because it is essential to education, freedom's great protagonist has been education. Thus the freedoms we all cherish, called by whatever name, are in final analysis intellectual freedom, and they are the same as the freedom which education insists upon and fights for, and without which it cannot serve society.

Education cherishes and fosters freedom in practical as well as idealistic terms. To teach part of the truth, to teach only what conforms to prevailing opinion, to restrict access to knowledge, to follow only those paths that seem secure and safe—these are the means by which not only academic freedom but all freedom is diluted and eventually made sterile.

These values inherent in education are effective only as they affect the lives of people. At the university level, the student enters a crucial period of his life. His personality has been shaped by home, church, community, and early education. To fulfill *its* responsibility, higher education at this point must stimulate the student to meet *his* responsibility to society and to future generations. As a center of facts and ideas, peopled by mature minds of diverse opinions and backgrounds, it should provide him the key to intellectual humility. And it should establish a base for a lifetime of thinking and learning and service.

These values about which I am speaking are threatened today. The pressures of the age are so great. In in-

ternational affairs there is trepidation. In national affairs there is frustration. In education there is ferment within, skepticism without, and a certain amount of despair all over.

The overwhelming fact confronting education at mid-century is what we are calling "the rising tide" of enrollment. That means a plethora of students but a shortage of everything else—teachers, physical facilities, and money. As Peter Drucker points out, we don't have to predict; the students have already been born.

You are all familiar with the statistics—current enrollment, projected enrollment, anticipated teacher requirements. Figured by any logical assumptions you care to make, they add up to a whopping problem. They have the makings of a real crisis; of that there can be little doubt.

But is it a crisis with which we cannot cope? I don't think so. I am inclined to think that every age is an age of crisis.

And I think it is important for us to think of our problems today in the light of the problems that have faced education before, particularly, let us say, in the first half of this century. I do not propose to make a comforting case for complacency, but I do propose that we look at our problems in realistic focus.

In the course of a half-century, after emerging as a world power, our nation has lived through two devastating wars and the greatest economic dislocation in our history, with real hardship, sacrifice, and suffering on the part of many millions of our citizens.

In world affairs, we have watched—and have been affected by—a whole series of wars, little and big, the collapse of empires, the rise of nationalism all over the world, the disruption of peoples, the disavowal of philosophies we had come to accept, and the splitting of the world into two armed camps,

both equipped with the most terrible weapon ever known.

In education, we have had a whole series of crises—almost, I would say, a perpetual crisis.

Let me quote from an editorial in the *New York Times*. The *Times* voiced its concern about people in large cities who were sending their children to private rather than public schools. It said that public school children were receiving the "poorest instruction, under the poorest paid and least competent teachers, in circumstances the least favorable to successful teaching, while a very large fraction of these children can find no room in the schools." It suggested that the public schools be made so good that "the great body of parents will not wish and cannot afford to keep their children away from them."

Does that sound familiar? It could have been written yesterday. As a matter of fact, it appeared in the *Times* of December 3, 1899.

We are frightened and disturbed today by anti-intellectualism. But what about other times in the past fifty years? There are in this room some who remember vividly the witch hunts and the hysteria after the first World War. And there may be others who suffered and were intimidated by the recurrent terrorism of the Ku Klux Klan and the demagogues it spawned in its hooded hatred of minority groups.

A New York newspaper columnist, writing in a popular book of today of his years of covering radio and television, makes this telling comment:

"One makes of his memory a sieve through which all but the most important or interesting items drain off into the void of forgetfulness."

He might have added "pleasant," but his sentence gives form to the thought I am trying to express: that we tend to forget the pressures and disappointments and mental torments of

yesterday. We concentrate on today's problems. And well we should, but we cannot afford to lose either our perspective or our faith.

It is clear, I think, that ours is not a particularly persecuted generation. Educators before us have had problems as staggering, as seemingly unsolvable as ours today. Some of them lost heart and gave up. But it is to their undying glory that most of them did not.

Education need not apologize for its performance during the past fifty years—or before. It has done a creditable job in the service of the nation. It can gain nothing by pitting one institution or one type of institution against another, whether large or small, rural or urban, tax-supported or privately endowed. There is great need for all types.

It helps to know, I think, that educational institutions have always needed money, sometimes desperately. It is a rare private college or university that has not at some point in its history almost surrendered itself to the receivers. Fortunately, most of us, while we do need money, are not that poor today.

We hear that the sources of funds are drying up, that the big fortunes are going or gone. But actually, more new fortunes are being created today than ever before. More alumni are supporting their universities and colleges. More industries and corporations are recognizing their responsibility for perpetuating and improving the educational system and the values it stands for. Legislatures have never before been so generous. High income taxes leave too little money for philanthropy, but tax laws, representing public policy, have never before looked so favorably on gifts.

We have responsibilities, too, and they can't be palmed off on someone else. For example, how much can each institution expand without really hurting its educational program? I suspect a lot more than most of us would will-

ingly admit. There is no fixed relationship between quality and quantity. Some big institutions are very good; some are not. Some small institutions are very good; some are not. Many institutions can be both larger and better.

The rapid expansion after the second World War was faster than any we will have to undergo in the years ahead. Not many would admit an inferior job in the mid-40s; and indeed it wasn't inferior; it was in many respects a first-rate job. What is to impair quality now when there is more time to adjust and prepare for the task ahead?

The fact is that we are going *to have to expand*. Existing institutions must get bigger, or we must have many more institutions. I suspect that in 1975, looking back on today's crisis, we will find that we have done both.

We need money, to be sure. But isn't it our task, as it has always been the responsibility of educators, to relate our programs to the need and aspirations and welfare of the people, so that they, no matter what kind of institution we represent, will open their purses as well as their hearts because they recognize the accomplishments of education, believe in its enduring values, and have faith in its future?

It is our task to do everything possible to see that education has its proper share in the expanding economy of the nation. I think each institution is obligated to look at its program, its enrollment, and its facilities, and decide what its role is to be. I am perfectly certain that not all institutions are operating so efficiently that there is no room for curriculum improvement or better utilization of teachers and physical facilities. I ask: Are we now getting all we can from what we now have?

Do we, for example, use our teachers effectively and efficiently? To my knowledge, teaching is the only profes-

sion that has been almost totally unaffected by technological progress. The teacher does the same thing in the same way with the same number of students as he did a century ago. Surely, there is a way to eliminate the work that can be done by clerical personnel and a way to multiply the effectiveness of the good teacher and still maintain the personal relationship between student and teacher. Here's an area for some really enlightened educational thinking. Maybe television provides a partial answer. At least it's worth exploring.

Education has traditionally been a local responsibility because it has been close to the people. Education in America, unlike its earlier European counterpart, has never pursued a policy of calculated isolation. The first and largest stage on which education meets the community is the local level. This is due not alone to physical proximity but to the desire of the American people to safeguard themselves against centralized authority.

Some educators today, bordering on a state of hysteria, seeking quick and easy answers to money problems, organize pressure groups and, without thinking the problem through, hurry off to Washington for money.

When the federal government supplies all the money, the problem will undoubtedly be simplified; but so will everything else, including the curriculum, because we may all be teaching the same thing in the same way, and the strength that comes from our great diversity will dip and die.

This spread of responsibility, this diversity, ought not to diminish. It ought, instead, to increase. Not all students need to go to four-year colleges or get graduate degrees. The abilities of some are more suited to two-year terminal programs or technical institutes or community colleges or junior colleges. And it will be in the best interests of

higher education if its support continues to be diverse in its origin, if it continues to be supported by churches, by local agencies, by state governments, and by private resources.

Again, the fact is that in just twenty years American universities and colleges will be asked to provide education for twice as many students as they serve today. No matter how successfully we produce and provide more and better teachers, no matter what new techniques we find suitable, no matter how feverishly we build new facilities, the chances are that we shall probably have to do the job with teaching staffs and facilities that have not grown proportionately.

We cannot refuse educational opportunity to the young people of tomorrow, and we cannot escape our responsibility to the nation and the free world. The task will demand great ingenuity. It will require great flexibility in thinking and in using what we have at any given time along the way. The answers will not come easily. They will come, when they do, only after searching

thought and study, trial and error, frustration and a high degree of dedicated resolve.

We face a kind of crisis, yes, but, as I have said, every age is an age of crisis. The important thing for us to do now is to look at our crisis in the context of other crises, to relate it to the enduring values we seek to further, and not let it frighten or overwhelm us.

To search for truth, to preserve and advance knowledge, to provide the intellectual and spiritual resources of the nation, to be dedicated to freedom—these are the enduring values. And our mission is clear. It is to reaffirm and extend them—and, from the strength they have given *us*, to give *them* greater strength.

Tomorrow is always a challenge. There has never been an easy tomorrow. But while we contemplate the future, often reluctantly and with misgivings, we have the past to comfort us. The past cannot tell us what to do; but it does tell what has been done and, by example, what can be done by men of courage, perseverance, and faith.

A Touch of Immortality¹

WE ARE TOLD on good authority that in the next fifteen years colleges and universities will require 250,000 more teachers than we have at present. This is quite apart from the even larger necessity for secondary and elementary school teachers in greater and greater numbers. Unless these needs are met, then all the expenditure of money and energy on creating additional physical facilities for education will be pretty much of a waste. The log which has a student at one end and Mark Hopkins at the other may be brightly polished, elongated, or even multiplied, but both ends of it must be occupied if education is to take place. Furthermore, the Mark Hopkins end of the log must have more than a merely physical presence. It must be populated by people having the wonderful combination of intellectual knowledge and an ability to communicate, to stimulate, and to guide. Donald Morrison, Provost of Dartmouth College, has well said: "To some students, the important thing is not the subject but the teacher. In this judgment is the beginning of wisdom."

The difficulties involved in finding such people in large numbers, to say nothing of the accompanying difficulties in persuading them to enter the teaching profession and training them properly for such entrance, have been discussed countless times. Belittling the teaching profession has become

part of the mores of the American people. The teacher is all too often portrayed in the American scene as a fumbling, impractical, neurotic individual, living on starvation wages and seeking refuge in his profession as an escape from the world. He is the butt of many jokes, some of them rather unfunny, and he is the dupe of loan agencies or his more materially successful neighbors. He is the politician's subject of sympathetic concern only during election years. He is accused of being lazy, incompetent, sadistic, pathetic, socialistic, communistic, or in fact is labelled with any other epithet which happens to be conveniently handy except that of being rich. Indeed Alex Drier, the commentator, says that it is wonderful to live in a country where even a street cleaner may become a college professor—at least if he is able to make the financial sacrifice.

It is my feeling that not enough is being said in the right places to show the other side of the coin. Not enough of a case is being made in defense of the profession, and not enough is being done to change the climate of opinion. *The two parts of my thesis for today, therefore, are first, that the teaching profession is at least equal in importance to any other profession in the world, and second, that the liberal arts college has a vital function to perform in teacher preparation.* Unoriginal as this thesis may be, it deserves to be developed again and again, not merely at educational conferences where we educators talk to one another, but on all the major platforms of the nation and particularly to young people who

¹ An address by President Gould at an Antioch College assembly, January 19, 1956. Printed in abridged form. The reader will see why the editor requested the privilege of publishing it in *THE QUARTERLY*.—EDITOR

are considering their future careers.

It has always been a matter of profound wonder and dismay to me to note that the teaching profession makes only the feeblest efforts to show its attractiveness to young people, that it is apologetic about its position and defeatist about its future. I have listened with horror to fine upstanding teachers and guidance counselors openly warning their charges that they should avoid the teaching profession as they would a plague. I have heard them explain the financial inequities, the drudgery, the repetitiveness; and in almost every instance I have realized that the teacher was subconsciously telling an untruth, for there were any number of other career opportunities open to him if he wished to choose them. What kept him at this colorless, unexciting task when he could so easily change to something else? I have had all the bitter experiences common to many teachers—financial, intellectual, social—for my teaching career began in the depths of the depression years and was marked by disappointments, privations, and insults which bordered on the fantastic. Yet I would be proud and happy if my son were to decide to make teaching his life's work. For I know in my heart, just as most of the complainers do, that there is no greater profession on earth.

Just what *is* a teacher, anyway? Having been one for years, I have naturally been curious about definitions, and I have never seen a satisfactory one. The dictionary gives very little help. It says, for example, that a teacher is "one who trains or accustoms to some action, who imparts knowledge, gives lessons in, informs, tells, makes to know how, etc." This hardly satisfies or stimulates the imagination. It is too dry, too pedantic, and most of all, too incomplete and inaccurate. My own definition, a brief one, may also not be satisfactory, but for me it comes

closer to broad reality. *To me, a teacher is a person with a touch of immortality.*

Let me explain what I mean. The desire to teach is a deep-seated one and permeates the hearts and souls of thousands upon thousands who have never given conscious thought to entering the profession. We all teach in one way or another, and in such activity we find unusual and almost mysterious satisfaction. The mother and father in daily contacts with their children are teaching constantly: teaching the baby to walk; teaching the young fry to swim, to fish, to read, to sing; teaching habits of living and thinking, sometimes by precept and sometimes by example. Children teach one another at their play, colleagues in business teach one another in their professional associations, physicians try whenever possible to devote a portion of their time to teaching medical students, concert artists are drawn to young people with talent, ministers are engaged in one of the noblest forms of teaching, and so we might go on and on. Why does this happen? Because we all sense, directly or indirectly, consciously or unconsciously, that to leave a vestige of oneself in the development of another is a touch of immortality. Through this we live far beyond our span of mortal years. Through this we find new and more impelling reasons for being, for populating this earth.

If you have ever seen the light of understanding shine in another's eyes where no light shone before, if you have ever guided the unsteady and unpracticed hand and watched it suddenly grow firm and purposeful, if you have ever watched a young mind begin to soar to new heights and have sensed that you are participating in this unfolding of the intellect, then you have felt within you the sense of being a humble instrument in the furtherance of mankind. Just as the doctor feels the

heartbeat grow stronger under his ministrations and is overwhelmed by the goodness and the privilege vouchsafed to him in the performance of this service for another, so each person who teaches has an awareness of this same goodness and privilege. He knows that he lives in another being, and such knowledge fills him with ineffable love and gratitude. It counterbalances all the drudgery, the heartaches, and the sacrifices which are a part of every worthwhile profession. It lifts him so completely above the world which surrounds him, a world as it seems to him, Where planes outsoar the spirit, flying blind,
Where ships outsail the dreams that gave them birth,
Where towers dwarf the upward-reaching mind,
Where wealth is mightier than simple worth . . .

And most of the time, because he fears being called naive or sentimental, he secretes this feeling deep within himself and says nothing about it. In fact, he joins in the brittle sophistication and cynicism of the day and uses them as a mask. But the feeling persists, all the same.

All people, particularly in youth, yearn for a career of service. This yearning unfulfilled leaves life a compromise breeding restlessness and dissatisfaction. But when pursued unflaggingly, it creates a spiritual uplift which can take us from the morass to the stars. Think of the story of a present-day backward and illiterate nation which by the simple adoption and practice of a slogan, "Each one teaches another," has turned illiteracy into knowledge and has performed a modern miracle of teaching. What touches of immortality there were here! What devotion to service and what love of mankind! Listen to the words of K. Gibran in his book, *The Prophet*:

And I say that life is indeed darkness save when
there is urge,
And all urge is blind save when
there is knowledge,

And all knowledge is vain save when
there is work,
And all work is empty save when
there is love,
And when you work with love you bind
yourself to yourself, and to one another, and to God.

Yes, a teacher is a person with a touch of immortality, and he should be most envied among men. His profession should be the most sought after, the most carefully prepared for, the most universally recognized. And believe me, as America grows in mental and cultural stature, it *will* be.

Most of us are familiar, too familiar, with the arguments most frequently propounded to deter young people from entering the teaching profession. Suppose we examine some of these and discover how they stand up under scrutiny.

The first and most loudly proclaimed deterrent is the problem of financial return. It is pointed out that the income of teachers lags far behind that of other occupations in America. This is true. But what is usually left unsaid is that the situation is improving steadily—not dramatically, but steadily. Nobody will ever become wealthy through his earnings as a teacher, but the lot of the individual teacher is being ameliorated. More importantly, the trend is gathering momentum. It shows itself most vividly in the public schools and most specifically for the classroom teacher. Minimum standards for salaries have risen in state after state, and in many good school systems an annual salary of \$6,000 or more for classroom teachers is not uncommon. It shows itself least among college professors with many years of service, especially in the private institutions.

One may argue, and validly, that the years of training and study which teachers are expected to have deserve better financial recognition. But one should also remember that in many

other walks of life the financial returns are not as great as one might suppose. There is a great plateau at about the \$7,000 to \$9,000 a year level for employees in business and industry which only a comparative few manage to get beyond. And one should also remember that the law of supply and demand will have its effect upon the teaching profession during the next fifteen or twenty years, just as it has already affected engineering and other professions.

I have not the slightest question that the next twenty years will have as a major characteristic a much more rapid adjustment of teacher salaries to meet cost of living conditions more realistically. The teacher of the future will not be affluent, but he will be paid a salary which will make possible for him the peace of mind and the dignity essential to his profession. No one with ability need fear entering the teaching profession because of its financial implications, provided that he is willing to accept the first few years as an apprenticeship during which he may not be paid as much as one starting in another profession. And even this situation may change rapidly.

Naturally, those who are primarily interested in financial gain and who are looking for ultimate salaries in the \$25,000 to \$50,000 bracket should not enter the teaching profession. The concept of making money for its own sake has no place in the thinking of a teacher, although there are a few teachers who have been successful in developing this concept by inordinate concentration upon their writing and consulting rather than upon their students. But I wonder how many teachers would be willing to accept along with the high salaries, the competition, the pressures, the responsibilities, the insecurities, and all the other ulcer-producing characteristics which appear to

go hand in hand with such financial success. I have spent enough time in the business world and in association with successful business men to be reasonably confident that not many teachers would wish to change places with them. And may I say parenthetically that I know many business men who look longingly at the life of the teacher.

There is a reasonable financial future for the teacher of tomorrow, assuming his ability and his progress in the profession. The more people we have who enter teaching as a means toward challenging and dedicated service rather than as a refuge from reality, a hiatus between college and honeymoon, or a sanctuary from stress, the more rapidly will this financial future develop. Improvement in teacher quality will do much to speed and increase financial return.

A second argument presented as a deterrent to the prospective teacher is that most of the work is unmitigated drudgery. The endless series of papers to be corrected, grades to be kept in order, class preparations to be made, and other routine functions to be performed are cited as examples of deadly occupational hazards which tend to paralyze the creative urge and dry up the juices of the intellect. No one can deny that these characteristics of the profession exist, but let me point out that the same characteristics permeate every profession or occupation. There is drudgery in every calling, hours and hours of it, as many people will freely attest if they are willing to be candid. There is no profession which is a wonderful and unadulterated combination of glamour and excitement. The physician, the chemist, the lawyer, the writer, the business man, the actor—all are familiar with the hours of dull, plodding labor which is inherent in their professions.

Teaching has as much drudgery and

routine in it as other professions, but no more. And its motivations are such that a good deal of the routine dullness is forgotten in the excitement of dealing with young and developing minds. Furthermore, an increasingly intelligent attitude is evolving toward the true functions of the teacher which will, in time, relieve him of much of his present clerical burden and leave him free to give more of his time to the creative aspects of his work. People entering the profession today can do so with the hope that their expert capacities as teachers will be utilized to the fullest with mechanical duties kept at a minimum.

Another objection frequently raised against the teaching profession is that it receives comparatively little recognition and achieves little status in this country. It is argued that because material success is paramount in America, the teacher is held to be of little account. We could all offer innumerable examples of the truth of this situation, but we could also offer many examples of the direct opposite. In other words, there is nothing inherent in the teaching profession which prevents recognition and prestige. If we go unrecognized it is largely our own fault, for we fail to follow the practical admonition of Paul who wisely said, "I magnify mine office." As a group and individually we do little to magnify our calling; in fact, many of us take perverse enjoyment in magnifying our deficiencies. Furthermore, teachers have all too frequently withdrawn from the life of their communities and have thus been looked upon as a race apart. In instances where they have participated in community affairs, have assumed leadership in civic and cultural enterprises, and have shouldered their responsibilities as citizens as well as professional people, they have won admiration, respect, and acclaim. There is a long roster of distinguished names in govern-

ment, cultural affairs, and civic activities which could be drawn up to prove the public recognition of the teacher. It ranges all the way from presidents of our country to local civic leaders. As an individual the teacher has and will continue to have all the opportunities which others have for service and prestige.

A final argument designed to make the prospective teacher hesitate is that of pointing out the great and ugly division within the profession itself. The last several decades have been marked by a great deal of suspicion and unfriendliness between the so-called "educationist" or product of a teacher-training institution and the liberal arts college or graduate school product who has gone into teaching without too much attention to the methodology and techniques of the profession. The teacher-training institutions, in their zeal and their enthusiasm for method, have forgotten that subject matter is at least equally important; the liberal arts colleges and graduate schools have ignored methodology and have all too frequently given us teachers who are full of their subject but unable to communicate any of it to students. Prejudice, superciliousness, supreme egotism, and unwillingness to compromise have contributed to the controversy and can be attributed to both sides. The curricula of teacher-training institutions show an appalling lack of breadth and only passing attention to content. Similarly, even though 60 percent of those who now acquire the Ph.D. degree go into teaching, there is little if any recognition on the part of graduate schools that they have a responsibility in teacher training. The urge to teach may exist in every one, as I have suggested earlier, but this urge needs proper strengthening by the creation of a human being with truly broad knowledge and perception, and a sensitivity to the tools of his profession.

I do not believe this schism in the teaching profession can be tolerated much longer, and there are evidences that others agree with me. I notice more and more being said and done about it, more and more efforts being made to get the two opposing schools of thought to understand each another. The realization is growing that both elements are necessary for the good teacher and that they must be provided in all institutions from which teachers will emerge.

One of the best and most immediate ways to help on the undergraduate level is to encourage students in the liberal arts to combine this work with methodology. From such a combination can come a truly prepared teacher as well as a truly prepared person. President Richard Weigle, of St. John's College, specifies as characteristics of the liberally educated man, "Breadth of understanding, incisiveness of analysis, constructiveness and imaginativeness of thought, wisdom and cogency of judgment, clarity and effectiveness in speaking and writing. . . ." Are not all these needs of the good teacher coupled with training in the techniques of his profession? And is not the liberal arts college the proper place for the development of such a teacher? By recognizing the key position it holds, the liberal arts college can become a leader in supplying many of the thousands of teachers required for the future. A former president of Antioch, Dr. Algo Henderson, says:

The college is the traditional fountainhead of the knowledge that has been drawn from the accumulated experience of man, and this is the knowledge from which we expect our children to learn wisdom. Its orientation toward searching for the good life provides an educational tone of superior worth. Its congregation of students with many diverse interests in life provides a desirable environmental influence. Its dedicated faculty assures wholesome leadership and educational

direction. The possibility for effectively intertwining the professional element and the liberal content for purposes of future teaching can be a distinct asset of the college.

One final word. I have served in the teaching ranks for twenty-five years. During this time I have watched and felt the current of opinion and sentiment and understanding of the teacher and his lot flow ever more surely and swiftly in the direction of enlightenment and appreciation. I tell you that the time when teachers need be apologetic and defensive about their profession is drawing to a close. The next twenty years, with their exciting struggle to solve the problems involved in educating new millions of students, will have as their inevitable by-product a changed concept of the role of the teacher and of his place in society. I say this not as a hope but as a prophecy.

The teacher of tomorrow will be carefully selected, broadly trained, and adequately paid. He will be the powerful force by which this nation will achieve the maturity of mind and the serenity of spirit that are the hallmarks of true greatness. He will have a new awareness of destiny and a new sense of calling which will undergird him as he encourages young and old in their quest for timeless truth. His eyes will be fixed upon horizons which lie far beyond geographical boundaries and which promise a new dawn of brotherhood. Most of all, he will be recognized and honored among men as one to whom God has given a priceless opportunity to serve.

This is my testament of faith in the future of the teacher in America. I earnestly invite you to join in a work which is so magnificent in its purposes, which is so deeply satisfying in its real achievements, and which bestows upon you a touch of immortality.

A Workshopper Reports

THIS PAST SUMMER I was a "workshopper" at Michigan State University where one of the two workshops set up by the Committee on Liberal Arts Education of the North Central Association was held. I shared the experience with thirty-seven other faculty members from as many colleges who met to study common problems and to define more clearly the purposes of the small liberal arts college in these times. We then returned to our respective campuses to add impetus to whatever self-study the college faculties were already doing or were planning to do.

To be a "workshopper" is a stimulating experience and one from which any faculty member might profit. Leaving our campuses, our colleagues, and our personal responsibilities behind, we were free for four weeks to read, to discuss, to listen, and to think—opportunities all too rare on the typical small college campus.

All "workshoppers" were fully aware that a good way to lose friends and infuriate people is to go to a workshop and to come back to a college faculty with ideas. Ideas are too disturbing! It is no less true of college faculties than of any one else that too much of their thinking is done in rationalization or defense of what they are doing, no matter how irrational what they are doing really is. But at the risk of being unpopular the "workshoppers" returned with ideas gleaned from reading, from visiting consultants, from seminars, and from lunchtable and coffee hour conversations.

I

A major concern at the workshop was the future of the small college. It appeared that three very serious problems face the small college: keeping a well-trained faculty, attracting and selecting the kind of student who will profit most from a liberal arts college, and financing such a college. The first of these may be the most serious. With fewer and fewer liberal arts graduate students, with the extremely low salaries offered by these colleges, and with the rise in the number of students seeking admission, boards of trustees are being forced to make more attractive offers in terms of salary, load, and benefits. The college which does not do this immediately will find itself refusing students for lack of faculty, just as ten years ago it was dismissing faculty for lack of students.

Attracting and selecting the kind of students who will profit most from the liberal arts college was of more immediate concern to members of the workshop because it determines much of the educational policy of such an institution. Census figures, enrollment trends, and greater demands by employers for college trained people indicate that an increasing number of students will be seeking admission. Predictions are that college enrollments will double by 1970.

Granted that the rate of increase will not be so great in some sparsely populated states, the influx of students is going to affect all of higher education and general admission policies. Just what policies are the independent colleges to

adopt? Can they set a lid on admissions? Do they have any responsibility to share with the state-supported schools the impact of the tidal wave of students?

Dr. Bush of Harvard has rather boldly declared in a speech to the American Council on Education that in the light of the increasing illiteracy among college students that we should not allow all these students to pour into colleges. High school graduation is no automatic admission to college, he says. People should be told that useful and happy lives can be led without a college degree. The vast army of misfits, he says, drag down educational standards and increase expense. We should raise our college standards above high school work. College is no place for the illiterate, he maintains.¹

Other voices from the same camp warn that we shall be using mass learning processes—loud speakers, more textbook learning, more objective testing, more regurgitated learning which doesn't stimulate curiosity in any one. Everybody's going to be a college boy and each one more illiterate than the last.²

There are those who would join the president of Pomona College who says, "We cannot by our present definition and purpose assume our share of the burden of additional students, but I feel that we are presented with an unprecedented opportunity to make a qualitative contribution of the highest order."³

America is dedicated to the education of her young people, and those who believe in expanding college facilities say that society is going to expect col-

leges, private and state alike, to offer some kind of education to all who are ambitious and able, and that this may be the greatest opportunity America has ever had to develop a thinking, responsible citizenry. Likewise it may be the greatest opportunity that the church-related college has ever had to develop Christian leaders.

It is highly doubtful if any college can sit tight under the pressure which is sure to come. There is a real danger that standards will be trampled in the rush if some careful and far-sighted planning is not undertaken immediately. The problems of any increase are great, the more obvious being adequate buildings, sufficient well-trained teachers, and adequate financing—problems primarily for the presidents and boards of trustees. The important implication for faculties is that the student body is going to be a vastly different one. Sidney French says that college education for larger segments of the population will no longer be a matter of training for the traditional professions. It will be training for people who will go into all sorts of occupations—for the business man, the housewife, the secretary, the farmer, the man on the street. A college education will no longer be considered the license which guarantees professional competency but a mark of a basically educated person, ready to be trained by whatever organization hires him or by whatever specialized training program he later enters. A college degree will no longer be the badge of a scholar but the common denominator of American culture. Higher education can be expected to have a different societal role.⁴ It already has.

Before a college can determine its admissions policies or adjust its cur-

¹ Douglas Bush, "Humanities," *Educational Record*, January, 1955, pp. 64-69.

² Jerry Tallmer, "The Colleges Face a Rising Tide," *Saturday Review*, September 10, 1955, p. 54.

³ *Ibid.*

⁴ Sidney French, "The Place of General Education in the Liberal Arts," *Accent on Teaching*. Harper and Bros., 1954, Chapter I, p. 2.

riculum to this different student body, it must determine its basic philosophy, or in more familiar terms its objectives—and not just the objectives of the college but the objectives of the various academic disciplines. A philosophy implies a consistency of thought and purpose. It is obvious that no college can progress far if its component parts work at cross purposes.

The philosophy may be rationalistic, assuming that education is basically knowledge of the past, that all a good teacher must do is to make literature and science lovable and desirable, that our aim has been achieved when the material has been assimilated. A knowledge of history, it is assumed, just automatically makes people understand current world problems; a knowledge of grammar automatically assures satisfactory communication; a knowledge of physiological processes assures effective personal and family living. A college which adopts this philosophy should deal only with scholars. No one else will get much in such an institution.

The philosophy may assume with the neo-humanists that there is a common background of knowledge which every student should have as art, literature, science, history. A background of this kind along with vocational training should make the student both a responsible citizen and a specialist in his profession. It would be assumed that learning how to live is as important as learning how to make a living and that one complements the other. Colleges that believe in this would make a real effort in their departments to provide a broad but deep experience in humanities, social science, natural science, fine arts, and language. Such a curriculum would appeal to a group of students not only capable but desirous of acquiring a broad education, a student body of which few

colleges can now boast.

A third philosophy would assume with the instrumentalists that the greatest emphasis in education should be on personal growth toward maturity, starting with the needs of the students and proceeding by problem solving. It assumes that there is within everyone a potential growth toward cooperative ways of living, thinking, and acting, that these produce a more satisfying life for the individual and his society. It tries to arrange an environment where each student can find his way toward full development.¹ This last philosophy is the one toward which high schools are moving, and it is one which may be forced on the colleges as larger segments of the population enter college.

Each of these philosophies has its strength and weakness. The first turns out a highly educated person, but one who has made no practical application of his learning to life. The second turns out both a responsible member of society and a specialist—an ideal person—but up to the present time, few schools have been able to do both. Vocationalism has swallowed up the general education of its students. The third falls in danger of being extremely weak. Its standards are evasive; it demands highly skillful teaching and most teachers are not trained to teach by the problem approach to subject matter. Neither are teachers yet dedicated to this philosophy, which with discipline may have the greatest potential for the future.

It is obvious that college faculties cannot vacillate among these philosophies. They cannot plan courses for the intellectually elite and admit to

¹ Harold Taylor, "The Philosophical Foundations of General Education," *Fifty-First Yearbook*, Pt. 1, National Society for the Study of Education. University of Chicago Press, 1951, Chapter II.

them students with meager backgrounds or inferior abilities. They cannot allow required courses for non-majors to be specialized for majors and expect to graduate people with a well-rounded general education.

The small liberal arts college must adopt a philosophy, spell out carefully its objectives, then be consistent in its entrance requirements, in its offerings, in its methods of instruction. Only then can a firm foundation be laid for building a college of quality and reputation.

II

A second concern of the workshop was curriculum. Particularly was the general education movement examined for the possibilities which it offers the small college.

Higher education has been criticized sharply in recent years by the public and by industry. The public is saying that colleges are not turning out the cultural, moral, and intellectual leadership which they claim to do; that they are developing students for individual-centered careers, not community-centered nor family-centered careers; that the more highly educated people are, the more unhappy they are.¹ Industry is saying that what it needs is more educated men, not just specialists. A 1953 editorial in *Fortune* says, "Business can create its own specialists after it hires them, but what it needs and can't create is men with a decent general education."

The chairman of the board of the Standard Oil Company says, "Most of the trouble with which management is beset arises directly from the fact that businesses are composed of human beings. The difficulty of handling machinery is nothing compared to the

difficulty of handling human beings. The best way to equip managers of the future is with a broad general education."²

The president of Socony-Vacuum Oil Company says, "We need men and women of moral stamina who can think and who can discriminate among values."³ In these days the specialist must also be a humanist.

Perhaps the liberal arts colleges are selling a product which does not come up to standard, up to our claims. A city man moved to the country. Deciding that he needed a horse, he went to his neighbor, a Quaker, and asked where he could find one. The Quaker, dressed in the traditional long black coat and broad-brimmed hat said he had one which he would sell if someone would give him enough money. The city man looked at the horse, decided to take him. On the way home, the horse collapsed in the harness. The city man managed to get him up and back to the Quaker who insisted that he had not guaranteed the horse. The city man knew that this was true. He thought a moment and then said to the Quaker, "Well, would you lend me that cloak and hat until I can get rid of the horse?" Perhaps colleges are using the "nice" liberal arts traditions and the "balanced curricula" as a cloak and hat to cover up the inferiority of its products.

Faculties have been slow to face up to the criticism of society and of industry. One reason for this is that they are so specialized, so narrow in their little worlds that they are like the Greek professor who could not comment on the weather without referring

² Courtney Brown, "Human Problems First," in *Industry and the Liberal Arts*, Reports to America No. 1, *Saturday Review*, November 21, 1953, p. 36.

³ Albert Nickerson, "Climbing the Managerial Ladder," in *Industry and the Liberal Arts*, op. cit., p. 23.

¹ Baker Brownell, *The College and the Community*. Harper and Brothers, 1952.

to Olympus and who knew Babe Ruth only because he had something to do with homer.

Another reason faculties are slow is that they are so wrapped up in the webs of departments that they can not see beyond their little compartmentalized tasks. They never get an all-over picture of what they are doing. Departments are little competing empires concerned with their own growth and survival rather than the growth and survival of their students.¹

Departments were introduced to fill a need; namely, to develop scholars. They still fill that need, but less than 25 percent of our college graduates continue scholarly pursuits. That means that only 8 percent of our underclassmen go on eventually to graduate school. Can departments then afford to choose their offerings, direct their teaching toward this small segment of underclassmen? If it were possible to do more for the non-major in the departments, many of the criticisms of higher education could be met.

Liberal arts courses have so splintered and divided that no student could ever take all the courses in a lifetime. Specialization has become the primary aim of the departments. A student then gets only a fragmentary view of any field besides his major. He often feels that he is a visitor in all departments besides his own.

One way to strengthen and broaden general backgrounds has been tried in the general education programs, of which there are many varieties. The uninitiated in general education may feel like the old man who appeared in divorce court to seek a divorce after many years of married life. The judge asked him why. The old man explained that his wife talked so incessantly that he had no peace; morning, noon, and

night she talked. "What does she talk about?" asked the judge. The old man thought a long time and then said, "Well, she don't say." Much of what is available about general education doesn't say what it is, but there are books that do, and evaluations of programs and syllabi of general education courses are now appearing in greater numbers. It is not difficult to inform oneself about this highly important trend in higher education. Some of the programs in small liberal arts colleges, as well as in the larger universities, have made tremendous progress and bear examination.

There are many arguments for and against general education. There are those who can see no purpose in education except as training for making a living and who feel that a few courses in liberal studies never hurt anyone so long as such studies do not interfere with the sequence of vocational courses. For these, general education is definitely a fringe benefit. They merely tolerate general education.

There are those who cling to tradition, fear the experimental, feel that the old is always better. They are afraid to meet the challenge of the times, but in their worship of the old endanger what they claim to protect.

There are those who refuse to admit that the liberal arts are not achieving the noble objectives which college catalogues so boldly and naively set forth. For them we would with Sidney French join the Episcopal bishop who at the end of a clerical conference at which he had been unable to make the participants rise above their vested interests prayed in his final prayer: "May the Lord grant that we justify the esteem in which we hold ourselves!"

In the thinking of many, general education comes closest to producing the type of college graduate who is both an efficient specialist and a responsible

¹ French, *op. cit.*, p. 7.

citizen. An alert faculty will re-examine the offerings of each department and give some serious consideration to general education. The initial move must come from the departments. If each department would sit down with an honest interest in study and ask itself: "What is it that we want our students to be like when they have finished? What exactly is our philosophy of education? What are we doing for the non-major? Are we turning out specialists only or are we turning out people equipped for intelligent participation in private and public affairs in a world where decisions must be made on informed and accurate thinking in many fields? Or are we turning out vocationally competent people who depend on someone else to do their thinking for them." If a study is started in this manner and if faculty members are honest enough and concerned enough, some tentative commitments are bound to come into being. Such secondary considerations as Who is going to teach what, and What becomes of Professor A's pet course, and all the other "but's" which come so readily to mind should not be allowed to enter in until after commitments are made. Too often no more consideration is given these matters than a brief meeting at the end of a long day just before deadlines for catalogue changes.

Once preliminary steps have been taken, it would perhaps be helpful if one department would invite another to sit in with it to criticize and to keep it from drifting away from a central purpose.

Most faculties do not know nearly enough about liberal arts education or about general education. Not much can be done without insight. It would be gratifying to see some little groups spring up on campuses, some symposia—in the Greek sense, of course, for in ancient Greece symposia were gay

after-dinner affairs with lively conversation and intellectual entertainment. Maybe if faculties would loosen up, they could discuss possibilities of general education and get somewhere!

III

Obviously the best-planned curriculum is not going to be successful without effective teaching. Teachers all over-rate themselves as teachers. If any group were asked to rate themselves: A, if they considered themselves to be in the top 25 percent of the teachers in their college; B, if in the top 50 percent; C if in the lower 50 percent; D if in the lowest 25 percent—if they were honest, not modest, probably no one would write C or D. A tape recording or a movie of a typical class period might be the shock treatment necessary to bring teachers to reality.

Improvement of instruction comes first from the will of the teacher. A book peddler selling books on scientific agriculture approached a Southern farmer. "I don't need those books," said the farmer disinterestedly. "But if you would buy these books and read them, you could farm twice as well," insisted the salesman. "Son," said the farmer, "I don't farm half as good as I know how now." And teachers don't teach half as well as they know how now.

Though much of improvement of instruction is an individual matter, there are some ways to approach improvement as a group. One college used a questionnaire to discover what improvements in the physical plant would help instruction, what in the academic atmosphere would help, what in-service training should be sought, what could be done for the orientation of new faculty members and new students that was not being done, what distresses teachers and interferes most with instruction. Often it takes very

little to relieve some of the tensions if they can be singled out.

Student rating of faculty members if used in the right spirit and allowed to remain as confidential material in the hands of the teacher can be invaluable.

The serious concern for the improvement of instruction in colleges felt by the members of the workshop reflects the need for graduate schools to recognize the importance of better training for college teachers and for administrators to recognize and reward good teaching.

IV

No educational program is effective without good counseling. Too often faculty members feel that counseling is the job of the deans and of professionally trained people. They think of it as help for a student in trouble or for a student with troubles. That is only one kind of counseling, though a very important one. A good teacher is also a good counselor who helps a student to clarify his purposes, helps him to see the relevance of education and emotional and social adjustment, helps

him to get perspective.

It is not unusual to hear faculty counselors say during enrollment something like this: "You have to take ——— and you might as well get it over with," or "The easiest way to get around this requirement is to take ———." What kind of counseling is this? If teachers believe in the aims of liberal education at all, they should be helping the student to see the opportunities and insight which the required courses offer him and the advantages of a general education.

The small college offers innumerable opportunities for teachers to do good counseling. There is no particular virtue in being a small college unless the potentialities of that smallness are implemented. Surely the small college allows above all else a close teacher-student relationship and the opportunity for the teacher to give individual attention.

With ideas like these, the "workshoppers" returned to their respective campuses to start a little ferment in faculties rich in potentialities.

A Look Ahead at Accreditation in the Secondary School¹

LACKING A CRYSTAL BALL in looking to the future, one can only envision what seems to be reasonable in the light of what he is able to learn from the past and the present. And, to a degree at least, any predictions about the future are apt to be colored by the desires and hopefulness of those who look ahead. What I propose to suggest here today is based in part on a study of the history of the NCA, in part on the results of the evaluative study completed last spring and published in the January, 1955, edition of *THE QUARTERLY*, and in part on my own interpretation of developments as I see them emerging.

With these few statements in mind, I should like to discuss briefly six major trends which are likely to become more obvious in the future. The NCA, like other agencies, must cope with changing situations and the demands which these include. To meet these demands and to continue serving the secondary schools which subscribe to the NCA program, it seems to me that we can expect to be working with the following developments.

First, there is gradually coming to be less concern for details of accreditation and more concern for stimulation and leadership services. The two aspects of this trend go together. We probably cannot, with voluntary part-time workers, increase leadership and consultative services in the NCA without a decrease in the time and energy given to

the details of reporting, inspection, and related activities.

In some states the foundation program and accreditation activities carried on through the respective state departments of education have developed to the level where duplication of effort by the NCA is both unnecessary and undesirable. In other states this development and duplication are less evident, but are growing. As state departments of education increasingly assume responsibility for foundation elements and minimum standards (which many persons believe can best be handled by them) it would seem wise for the NCA to shift its emphasis to meet other needs.

What might this actually mean? Less frequent reporting is a definite possibility to which a number of you responded favorably. Simplified report forms is another. On the other hand, more consultative services and assistance with school programs and problems would be possible. Workshops, conferences, functional studies of curriculum development, guidance services, and the like have been called for. With such a program NCA schools would increasingly be those which are stepping out in front to render high quality services to their communities.

I do not wish to minimize the importance of basic standards—quite the contrary. But I am concerned lest there be unnecessary duplication of effort in maintaining minimum levels of performance and not enough attention given to going beyond these levels.

¹ Delivered at the First General Session of the Association, March 24, 1955, in Chicago.

Better coordination among agencies and groups operating to improve school services is called for if the total effort of all of these is to be of maximum value.

As a second development, I foresee a movement to bring boards of education into a more active role in NCA affairs. As an organization of schools rather than individuals, the NCA is in a unique position to make a real and lasting contribution in this area. As yet no national or regional group has brought about a working relationship of the type which our Association can well afford to explore. In the final analysis, boards of education have responsibility for policy making, legislation, and evaluation. They employ those who administer the majority of the member schools of the Association. Their decisions definitely influence the NCA, and our program affects them. It seems only sensible to promote mutual understanding and more effective working relationships through common enterprise.

At a time when growing enrollments, rising educational costs, resistance to increased taxation, and related problems progressively plague the schools, the need for strength through union is obvious. We all live with the pressures and tensions of the day. Board members and laymen generally are not so tractable as they once were. They are more inclined today to ask questions and to expect answers which make sense to them. Unless we can retain their respect and confidence through intelligent thought and action with them, we will contribute to a condition of estrangement detrimental to our profession and to the cause of American education.

The counsel and support of informed board members is worth much to our Association and to the common cause for which we all labor—better schools

and a greater educational return on the tax dollar. Inclusion of board members in a more active role would open wider channels of communication and influence flowing both ways. The NCA has worked with boards of education for many years. It now seems to be an opportune time to evaluate these working relationships and to move toward a stronger affiliation which will be of mutual benefit.

It is possible, also, that the day will come when we shall want to include classroom teachers in the working organization of the NCA. They, too, have a stake in our program and a contribution to make. When one views the tendency toward over-organization today and the divisive influence which sometimes results, the possible values of a more unified approach and coordinated effort are not without attraction and merit. Again, because the NCA is an organization of schools rather than persons, it has some strategic advantages in promoting cooperative enterprise on the part of all persons involved in education work.

As a third trend, there is a clear call from secondary school administrators for closer cooperation among high schools and colleges and universities. Although institutions of higher learning once tended to dominate secondary schools, this is less true today. Out of the turmoil of earlier years the secondary schools have gained considerable freedom. The tendency, at least for a time, was for these schools to go their way and the colleges and universities to go theirs. This has not solved common problems very well, nor has freedom from collegiate domination actually resulted in all the changes which some persons believed would inevitably follow. And the separation, if we may call it that, has not benefited higher institutions, which, on the whole, have been slower to change than have second-

dary schools. I mention these things with no desire to be critical, but simply to present a strong case for cooperative endeavor.

After all, the colleges and universities depend upon the high schools for students, and the schools secure their teachers from the colleges and universities. Support of both types of institutions rests with the same segments of the public. In most ways the several levels of education are part and parcel of a single educational ladder. Their coordination is imperative.

In our region the NCA is unique also as an organization already established in a manner to facilitate cooperative relationships between secondary and higher institutions. In recent years much progress has been made through common projects; much more is possible and is called for. Student-principal conferences, the cooperative development of K-13 programs, unified action on school finance programs at the state level, consultant services on a two-way basis, college-high school councils, and many other possibilities exist. With reorganization of the higher commission of the NCA now under way, the proposed regional committees offer another basis for cooperation. Probably in no other way than through college-high school cooperation can the NCA do a more effective job more easily.

As a fourth trend, there are coming to be more self-appraisal and other school improvement activities initiated and carried out on the local level. The older concept of the NCA as an outside organization having designs on the local school is giving way to a new concept. The latter is characterized chiefly by a growing recognition that the NCA is not an outside pressure which confines and imprisons, but an inside force and drive which expands and frees. In my opinion, this is the key to the future of

NCA leadership and service.

More specifically, our Association functions best, if at all, on the local level. What goes on in the schools and what takes place in the lives of boys and girls are the heart of things. Through its member schools the NCA has established a framework of principles and operational procedures. However, as valuable as these things are and as necessary as regional and state level leadership are, no amount of anything can substitute for high quality leadership in each individual school and school system.

This trend is closely related to others already mentioned. It implies, however, more initiative on the local level. Rather than waiting until the NCA calls on the schools for something or to do something, I believe that local schools will be seeking more assistance on projects growing out of their interests, needs, and problems. And I believe that the NCA will recognize such calls for help and attempt to provide the needed assistance, necessarily not alone, but in cooperation with other agencies that can help.

We must never forget that the NCA is your organization, that it is composed of the schools which you represent. Except for a few paid employees, the bulk of the work is done by voluntary part-time personnel who are able and willing to give of their time. Only as each member school is able to benefit from the Association program "under its own steam," so to speak, can maximum benefits of membership be realized. This poses a real challenge to each of you, and I am confident that it must and will be met.

Greater attention to public relations is a fifth development now underway which will be increasingly emphasized in the future. We may view this and the factors involved as a challenge and opportunity and turn them to our advantage,

or we can consider them to be a nuisance and a chore. In the interests of education I do not believe that we can afford the latter point of view.

There are, as we all realize, many misconceptions in the minds of people about the NCA. Much of this is probably our own fault. As an illustration, some persons, including school administrators and teachers as well as laymen, think of our Association only as a "big stick." And there are some who wield it whenever it seems to serve their own purposes. It has falsely been used as an excuse for not doing something which those who used it never intended to do anyway. And it has been given as a reason for doing things which are educationally unsound and which are not prescribed by NCA tenets. Every program which is influential and worthwhile has such difficulties to cope with, and the tenor of the times is such that intelligent understanding is essential.

People generally want and deserve to know more about the NCA than we have made available to them in terms which they can understand. Their understanding and confidence are imperative to the support of our program, and without popular support an extra-legal agency is less influential than a "lame duck" politician. And this support must be founded on genuine respect for our program. It is not merely a matter of getting people to like us. With the problems of growing school enrollments, increasing class size, rising costs, and related difficulties, many of the policies, regulations, and criteria of the NCA are likely to come under closer public scrutiny. If we are to hold the line and serve the interests of education, public sanction will be paramount.

On both the regional and state levels public-relations activity is necessary. But the place where the NCA will

stand or fall is on the local level. It is only here that it really touches the lives of boys and girls and through them the parents and other patrons of the school. Unless these persons are sold on the value of what we have, they may well prefer to get along with a "cheaper" brand of schooling. Unless local school administrators, with the help of state and regional personnel, are willing to spearhead public relations efforts, the NCA program will be reduced in effectiveness. And we shall find increasing numbers of persons going around local school administrators in the attempt to get information elsewhere about their schools and the North Central Association.

As a sixth trend, I believe that we are moving toward a more qualitative concept of standards for secondary schools than we have used in the past. This will depend in some degree upon the nature and effectiveness of state accreditation programs and the cooperative working relationships which we can establish between these programs and ours. The shift in emphasis which we can expect places a high premium upon quality services as these may be appraised and promoted. Mere numbers, as of books for example, do not make a library. Cumulative pupil personnel record forms, even when filled out properly and kept up-to-date, do not constitute a guidance program. Each of you can suggest other conditions the mere presence or absence of which does not afford a very good index as to what goes on in a school or as to its effectiveness.

It appears that we shall, therefore, be increasingly concerned with the actual functioning of a school and with the influence which it has on boys and girls and on the school community as well. In a sense this means the shifting of emphasis from what we include under "Regulations" to what we specify under "Criteria." We will need, also,

to develop new criteria and improve those we have as growing concern for the school in action comes about. This trend will not eliminate attention to quantitative aspects of the secondary school, but it will call for evidence that such quantitative aspects are contributing to a sound and efficient educational service. And as we become increasingly effective with qualitative standards we can expect to have more working flexibility contributing to such a service.

The six trends which I have mentioned are obviously related. To me they represent a pattern of improvements by means of which the NCA.

may more ably serve member schools. How rapidly and to what degree we incorporate these proposals into our program rests in large measure with us. Very likely the Association will grow rapidly in the next few years as new high schools come into being. Some reorganization may be necessary as this growth takes place. As the challenges which we face increase in number and magnitude, the opportunity to make a real contribution becomes greater. It is important now, therefore, that we consider what the future is likely to bring and that we plan accordingly. Only in this way can the NCA remain a vital force for better secondary education.

Education in a Freeing World

FREE PEOPLE PROGRESS. Progress and freedom have evolved together. A concomitant of a freeing world has been a positive crescendo in the demands upon learning institutions. To meet the challenge of modern progress, wherever possible education has donned its Seven League Boots. Expanding concepts of manpower, of horsepower, and of the oneness of the human race have made mandatory the eradication of curricular boundaries in education. The automatization of industry, the contraction of the geographic world, and the expanding significance of international relations impose increased demands upon the public schools. Herein lies an imbalance with a somewhat static rate of human learning. Today's problem is how will education continue to meet its ever-expanding challenges?

We have eliminated the "three-mile limit" in international thinking. Can we also eradicate the "three-mile limit" in our youth-education program? We pack more of life's activities, experiences and concepts into man's short, though lengthened, life span. How can we pack more and more knowledge into the youthful mind within a given span of years? Man's learning has improved and accelerated the production of everything from automobiles to hybrid corn. But has anyone found a way of advancing the rate of learning and the capacity to learn? It appears that our stockpile of human knowledge is accumulating faster than our rate of mental absorption. It is

well that we have donned our educational Seven League Boots.

It is recognized that Seven League Boots are more suitable for the physical body than for the mind. There is no short cut to learning. What, then, are we doing about this ever-mounting stockpile of knowledge which youth faces in a world of more and greater freedoms?

Already the frontier thinkers in education have taken some action. The mere evolution of the purpose of American education and its departure from European origins represent efforts to help youth solve his problems in the choice of studies. Particularly at the secondary and collegiate levels has it been possible to break with universal regimentation of all pupils' class schedules. This very expansion of educational offerings, representative of the expanding and mounting stockpile of knowledge, has created, per se, added educational problems. The whole field of guidance stems from the increased multiplicity of high school and college offerings. To guide youth through this maze is no simple task. Great skill, educational training, and a background of experience are mandatory in providing youth with efficient guidance in the specific subjects and generalized fields confronting him. No longer does the teacher-training program of the previous generations suffice to meet present, pertinent, guidance demands. Great study and wisdom must underlie the direction of youth in his choice of a suitable life program. To meet this

need we are developing specialists in the field of guidance.

Hand in hand with expanding fields of subject offerings goes a revised set of school building specifications. No longer is Mark Hopkin's log physically sufficient as an educational institution. No longer is the traditional and rightly beloved "little red school house" the symbol of adequate educational housing in our more highly cultured rural areas. The knowledge of how to build and equip schools has greatly increased, but the implementation of this knowledge is in arrears. It would be highly beneficial if the financial support of education could, and would, match a striding school building "know how" and advancing scientific instructional procedures.

Most humans dislike parting with money. It is said that "money talks," but it also limits our educational achievements. Even recognizing the danger of being agriculturally nostalgic, I recall the half-barrel stock watering device on the farm, wherein the amount of water it held was determined by the shortest stave. That short stave was the limiting factor in supplying life-giving water to farm animals. In the whole field of education the short stave, the limiting factor of operations, is money. Financially, we are always behind—always at the "tag" end of the income parade of progress. We cringe under the impact of ever-mounting school building and equipment costs. We borrow to the limit against the future to provide adequate school housing, yet we continue to lag farther behind. School building needs can be seen, hence rate high on the priority scale for spending. But teacher qualifications are intangible, invisible—hence we have an even greater tardiness in our teacher training program. True, we have made great strides in securing better and better

qualified teachers in all grades. Certain impedimenta loom large, at time, to slow this progress in improved teacher qualifications. Budgetary considerations have almost always been such a factor. Today the inadequacy of teacher salaries still detracts from securing an ample supply of teachers on a life-vocation basis. It is not surprising. When we realize that approximately 75 percent of all taxes collected are federal taxes, and that federal support of education approximates 3 percent of school costs, with approximately 97 percent of these costs borne by the states, we can comprehend the tremendous problem that states and localities have in adequately supporting teachers' salaries. A large portion of school funds comes from real estate taxes which can hardly be expected to keep pace with increased living costs for teachers. The whole picture of teachers' salaries is not bright. A young man must carefully consider the problem of earning a livelihood for his potential family by teaching school.

Increased need for teachers to meet the ever mounting school population tends to decrease strict adherence to high teacher qualifications. Possibly we should reverse our procedures. We have not tried sufficiently to increase teacher qualifications and teacher salaries as a means of getting more teachers. There is no teacher shortage in the dependents' schools maintained by the U. S. Army in Europe (USAREUR). There are about four or five times as many qualified applicants as there are available positions. Although salaries paid USAREUR teachers are not high, the qualifications of these teachers are definitely higher than in many states. True, travel and living in Europe are factors in teacher securement, but it is at least fair to say that the high USAREUR standards do not operate against an adequate supply of teachers.

For schools in the various states the nearest approach to the value of travel enjoyed by the USAREUR teachers might be the establishing of provisions for assistance in, and recognition of, the values of travel. Certainly one of the greatest contributions made by the military dependents' schools lies in the fact that literally thousands of teachers have returned from foreign lands to their home schools with a broader concept of international relations and the ever-mounting indispensability of a world-wide concept of learning for all youth. In improving teacher qualifications such recognition and assistance toward added world travel constitutes one of the cherished strides of our educational Seven League Boots.¹

World travel by teachers is directly related to world understanding. The diminution of the geographic and conversational world, the mandatorily improved adult understanding of world affairs, and an expanding, realistic recognition of the world-wide brotherhood of man, all serve to augment the demand for increased educational opportunities in international relations. Many stateside schools already have lengthened their educational strides in affording added studies in this field. In numerous schools, both elementary and secondary, geography has a greater importance, history assumes a new meaning, industrial and scientific study is accelerated, multiple language ability takes on a new significance. In these respects, the achievements of the Army dependents' schools have demonstrated the multiple potentials of international relations. The "dependent" children in many of our foreign lands have an avid concept of the life-importance of geography and history and of

varying social modes. They study a foreign language at all grades and achieve such ability in foreign speech that play with native children offers no language barrier. It is not uncommon to hear a fifth grade child serve as interpreter for his parents on their shopping and sight-seeing trips. High school students discuss international problems with a sophistication not often found among adults. Seldom is there ridicule of a foreigner who may not fully understand local customs or who "stumbles" in speaking the new language. Rather is help freely given to those learning other customs or languages. These dependent children may be the favored few, but stateside, the opportunities for parallel, increased international understanding and learning are legion. It is gratifying to see how schools are donning their international-relations Seven League Boots.

We have not solved the problem of just how the development of mental processes is to keep pace with the mandatory, increased learning presented by life's ever-increasing stockpile of human knowledge in a freeing world. We have taken giant strides in our school building "know-how," even though our financial ability to implement this knowledge is retarded. We have assumed our Seven League Boots through study of aptitudes, interests, and abilities in the guidance of young people. Youth cannot hope to learn all. One must choose what is to be learned. Each succeeding year will see a demand for more expert and varied counseling of students. This approach to the ever-mounting stockpile of human knowledge offers our one great hope for keeping youth abreast of man's bulging storehouse of information.

But youth faces not only ever-pyramiding knowledge, he also faces an ever-growing demand to live the full

¹ Mr. Sifert recently released a brochure, *Travel Abroad—Teach in Europe*, in which he further discusses this point of view.—EDITOR

life in this shrunken world. The freeing world is not to be maintained without a struggle. There have always been struggles. There have always been wars, contests among men. Too much has the history of mankind been a recital of such conflicts. Now we must prepare youth not only to choose from the extensive stockpiles of knowledge, but also to face a new kind of conflict—a struggle for priority of concepts—a challenge to our very definition of freedom—a cold war. In preparing him to carry on this conflict we needs must marshal the resources of every nation. In this struggle, no small part of them must come from the field of education. In this cold war of freedom, as in a hot war, we must put aside our petty educational bickerings; our professional and esoteric, scholastic dogmas; and our inadequate criteria, and rewrite the guide lines toward educational achievement in terms of service to our

nations, service to the cause of freedom as we know and cherish freedom. The children whom we teach must know of this struggle for a continued, freeing world. To give them adequate guidance, educators must throw aside provincial concepts and embrace the opportunity to teach national loyalty. Classroom teachers, administrators, and educational organizations must show the way. True, we must still teach Johnny to read. But we must also teach him to live the full life, and in order to live such a life he must know something about the significance of and the price of a continually freeing world. In World War II the powers of learning, the fruits of education, played no small part in the ultimate victory. In this present conflict, education must again produce the reagent that will assist in transforming the smugness of provincialism into the totality of universal freedom.

A College Re-Identifies Itself¹

PREPARATORY TO ACCREDITATION with the North Central Association of Colleges and Secondary Schools, Saint Francis College engaged for some five years in a critical evaluation of its purposes and the factors contributing toward the realization of these purposes. Like similar colleges, many of which were already regionally accredited, Saint Francis had consistently identified itself as a liberal arts institution. Upon careful scrutiny of the college curricula and the graduates of the past ten years, the Board of Review of the North Central Association of Colleges and Secondary Schools questioned the liberal-arts character of Saint Francis College.

The attitude of the Board led to an intensive study of the concept of "liberal arts" by the faculty. The much debated term was traced from the time of Plato and Aristotle through Cicero and Quintilian, Saint Augustine, Saint Thomas, Saint Ignatius of Loyola, Cardinal Newman, and John Dewey to the present day. It soon became apparent to all that a liberal arts education today is more than the familiar classical traditions of the humanities or the prerogatives of a leisure class. It has changed to the type of education which includes the disciplines of natural and social sciences and is made available to many in our democratic society. It really

covers the whole pattern of human life and human thought in a living society and serves as a safeguard of democracy.

The committee on purposes met with the committee on curriculum for an intensive study of the following concepts: "liberal arts," "general education," and "liberal education." Both committees felt the need for an inquiry from other colleges concerning their current interpretation of a liberal arts education. More specifically the committees wished to know how colleges similar to Saint Francis classify themselves and how this classification is reflected in curricular offerings. The following questionnaire was sent to one hundred colleges with an enrollment of less than seven hundred, all of which were accredited by the North Central Association.

Of the one hundred questionnaires mailed to regionally accredited colleges, seventy-four were returned. Table I presents a classification of the colleges as to types.

TABLE I
CLASSIFICATION OF COLLEGES

Types	Number
Colleges identified as liberal arts colleges by definite statement in college bulletin	58
Colleges identified as liberal arts colleges indirectly in college bulletin	5
Colleges identified as non-liberal arts college in college bulletin	11
Total	74

¹ An enlightened self-inquiry, in anticipation of applying for membership in the North Central Association, this report reveals how far the institutions referred to have departed from the liberal arts tradition.—EDITOR

SAINT FRANCIS COLLEGE
FORT WAYNE, INDIANA
APRIL 30, 1955

Dear co-worker in Higher Education,

We have been asked to make a study concerning the type of graduates from liberal-arts colleges. Would you kindly cooperate in our project by answering the following questions:

1. Is your college designated in your bulletin or catalog as a liberal-arts college?
 - a. directly, by a definite statement? Yes _____ No _____
 - b. indirectly, by statement of aims? Yes _____ No _____
2. Do you offer a liberal-arts curriculum only, excluding all vocational and professional preparation for a career? Yes _____ No _____
3. In addition to liberal arts and general education, do you offer teacher-preparatory and other terminal-occupational programs? Yes _____ No _____
4. Kindly supply the number of graduates from various curricula for the period, 1950-1955.

Year	Pure Liberal Arts	Secondary Teaching Curricu- lum	Ele- mentary Curricu- lum	Nursing Education	Medical Tech- nology	Pre- Med.	Social Work	Other	Total
1950									
1951									
1952									
1953									
1954									
1955									

5. Name of college _____

The figures of Table I are interesting indeed when compared with the data listed in Table II describing the curricular offerings of the seventy-four colleges.

TABLE II
CURRICULAR OFFERINGS OF SEVENTY-FOUR
COLLEGES

Offerings	Number
Colleges offering liberal arts exclusively	7
Colleges offering liberal arts and vocational preparation	65
Colleges offering professional preparation only	2
Total	74

The figures of Table II point to a great change in the traditional liberal arts curriculum. The data are substantiated by a six-year record of graduates from various curricula in these colleges.

The figures of Table III reveal beyond a doubt that the traditional liberal arts no longer hold the dominant position they once held in higher education. In all but seven colleges the liberal arts have felt the impact of vocational compulsion. The information listed in Table III was clarified, in many cases, by statements such as the following:

Liberal arts in the precise meaning of that term is outdated.

People no longer adhere to the medieval concept of liberal arts.

TABLE III

GRADUATES FROM VARIOUS CURRICULA OF FORTY-SEVEN COLLEGES, 1950-1955*

College Number	Liberal Arts	Secondary Education	Elementary Education	Nursing	Med. Tech.	Pre-Med.	Social Work	Other	Total
1	584	—	—	—	—	—	—	—	584
2	1,187	—	—	—	—	—	—	—	1,187
3	593	—	—	—	—	—	—	—	593
4	565	—	—	—	—	—	—	—	565
5	381	—	—	—	—	—	—	—	381
6	60	281	33	—	—	11	13	—	398
7	120	132	118	2	2	17	7	11	409
8	224	—	134	—	—	—	—	172	530
9	78	119	87	—	—	—	—	31	315
10	337	—	—	1	—	53	—	—	391
11	193	1	20	—	—	—	—	—	214
12	14	—	—	—	—	—	—	350	364
13	163	44	47	—	—	—	—	—	254
14	231	138	28	91	13	—	—	56	557
15	87	557	162	—	35	—	18	192	1,051
16	113	70	78	—	—	19	—	13	293
17	619	—	12	—	—	—	—	104	735
18	407	84	43	—	—	24	—	—	558
19	889	121	62	—	—	21	—	—	1,093
20	3	93	47	93	41	—	34	95	406
21	126	41	45	4	4	—	—	87	307
22	109	—	49	—	5	—	—	41	204
23	267	—	—	—	—	—	—	16	283
24	74	1	45	46	7	—	—	56	229
25	646	229	—	—	—	17	—	129	1,021
26	313	126	—	—	—	—	—	—	437
27	—	192	127	—	—	—	—	—	319
28	89	162	42	—	1	4	—	—	298
29	218	—	14	—	—	—	—	88	320
30	145	—	6	—	—	—	—	—	151
31	71	16	20	—	2	2	—	—	111
32	484	50	42	—	—	29	—	—	605
33	276	23	52	117	—	—	—	202	670
34	136	19	—	—	—	17	13	116	301
35	636	36	32	6	3	—	—	29	742
36	133	82	—	—	3	1	36	38	293
37	850	—	—	7	—	—	—	215	1,072
38	315	—	113	—	—	—	—	356	784
39	—	206	68	—	—	—	—	548	822
40	34	39	28	33	6	—	—	—	140
41	156	—	57	33	116	36	—	553	951
42	247	1	7	54	5	—	—	23	337
43	197	—	249	—	—	—	—	—	446
44	262	—	120	19	5	5	1	520	932
45	42	24	79	22	8	—	8	7	190
46	46	209	128	164	38	1	42	64	692
47	589	139	406	—	9	—	30	—	1,173
Total	13,311	3,235	2,622	692	303	257	202	4,094	24,716

* The remaining twenty-seven colleges are not listed because of incomplete or no data concerning the number of graduates from various curricula.

Students majoring in secondary education can meet all requirements of the liberal arts curriculum. (The thought of this statement was expressed by eight additional colleges.)

We adhere to the ideals of liberal arts but must prepare our students to make a living.

Any vocational course, such as accounting, is strictly within the framework of liberal arts.

We stress general education with occupational training.

There is no distinction between liberal arts and secondary education or pre-med.

All of our students take two years of liberal arts.

Our liberal arts students may major in education, home economics, or music.

Liberal arts students, to qualify for a teacher's license, take one summer term in addition to the regular four-year program.

It is not so much *what* we teach as *how* we teach to realize the values of the liberal arts.

Liberal arts overlap with education and social work.

The term liberal arts is open to interpretation. We operate a conservative liberal arts program.

The term liberal arts depends on definition.

Professional work is now a part of liberal arts.

A liberal arts curriculum does provide preparation for a career.

Most of the above statements seem to have one common denominator—the great majority of educators in so-called liberal arts colleges seem to believe that the “cultural” and the “practical” aims of higher education must

be synthesized to meet the needs of present-day society.

Results of the study:

1. The conventual type of liberal arts college has radically changed to adapt itself to the needs of its students and contemporary society.
2. The resulting type of college, in many instances, has retained its dignified name—“liberal arts college.”

This identification seems justified only if the new college continues to realize the values of the liberal arts. These values are not of necessity the outcomes of a variety of curricula, majors, minors, and semester hours of credit, but rather the functions of the quality of instruction, of the knowledge, beliefs, and attitudes of college professors, and of the total college atmosphere.

Saint Francis' present curriculum is a conservative example of the pattern of curricular organization observed in the majority of colleges in the present study. For that reason, the committee on purposes recommends, that the college identify itself as a Catholic Institution for the Higher Education of Women rather than as a Liberal Arts College.

Commission on Research and Service

Panel Discussions

CHICAGO, MARCH 23, 1955

DISCUSSIONS OF THIS CHARACTER have become a standard feature of the program of the Annual Meeting of the Association. All told, nineteen panels were set up for the sixtieth annual meeting which assembled in Chicago last year: one by the Commission on Colleges and Universities; six by the Commission on Secondary Schools; and twelve by the Commission on Research and Service. No recorders' reports were received for publication from the first and second of the above Commissions, and three of the twelve are not available from the third. To round out, after a fashion, the coverage of this large array, the unreported topics are set down here:

Commission on Colleges and Universities

"What Are the Features and Implications of the Experimental Program Which Permits

High School Students to Enter Colleges with Advanced Standing?"

Commission on Secondary Schools

"The Secondary School Principal and Contest Pressures"

"The Principal Looks at the Athletic Program of the Secondary School"

"The Experiences of the Pilot Schools in Using the Armed Forces and Your Life Plans' Unit"

"How Can a Secondary School Principal Recognize Problems and Identify Them as Such?"

"The Library—the Laboratory of an Educational Program"

"Approaches to Racial Integration"

Commission on Research and Service

"Improved Programs for Students Who Are Non-academic Minded"

"Improving Educational Opportunities for Early Adolescence (Grades 7, 8, 9)"

"How Can Teachers Help in Solving the Problem of the Teacher Shortage?"

I. THEME: "HOW SHOULD HIGH SCHOOL AND COLLEGE PROGRAMS BE RE-EVALUATED DUE TO ANTICIPATED INCREASED ENROLLMENT?"

Chairman: C. R. TEETER, Superintendent of Schools, Star City, Arkansas

A. E. Burdick, Dean of State Teachers College, Arkansas

Frank Fuller, Executive Officer of the Air Force Institute of Technology, Dayton, Ohio

M. H. Russell, Superintendent of Schools, Crossett, Oklahoma

H. C. Hand, Professor of Education, University of Illinois, Urbana, Illinois

Recorder: Rev. William F. Kelley, S.J., Dean of the Creighton University College of Arts and Sciences
Omaha, Nebraska

DR. HAND OPENED THE MEETING in the capacity of a resource person. As a premise he pointed to the constantly increasing number of persons living in the non-free world, and insisted that we in America must out-educate them. He presumed that some of the solutions proposed for mounting enrollments are

completely untenable, and that we must handle this real problem practically.

Using the data from the University of Illinois Bureau of Educational Research, he spelled out our national education problem in handling enrollment.

A. THE HIGH SCHOOL PROBLEM

1. *The increasing birth rate* will find Illinois in 1959-60 with a 26 percent increase over today's high school age group. By 1964-65 there will be a 57 percent increase, and by 1968-69, a 68 percent increase over the current year. To point out these figures another way, five years from now the normal classroom of 30 students would have 38 occupants; in ten years, there would be 46; and in fourteen years there would be 50 students. From another point of view, today's high school of 200 will in five years have 335; today's high school of 750 will have 1,250 students in five years.
2. *Catastrophic shortage of teachers.* Alarmingly, in the last ten years the proportionate number of students in secondary school education work has decreased. More than that, there is a likelihood that the source of teachers is drying up at the high school level. Three studies were cited:
 - a. In 1947, the New York study of 3,000 seniors found only 6 percent interested in high school teaching.
 - b. In 1951, the Kansas study by Cobb of 1,000 seniors found only 8 per cent inclined to teach.
 - c. In 1950, the Oregon study by Nutting was similar.
3. *Shortage of facilities for high school instruction.*
4. *Probable increased attacks on the schools* which will have larger classes, fewer teachers, less personal contact, and less efficient operation.

B. THE COLLEGE PROBLEM

1. *The increase is sure*, but it is smaller than the elementary increase for the next five years. These babies are already born; this is not an ideal projection:

1956-60 there will be an increase of 18 percent over 1954-55
 1964-65 there will be an increase of 48 percent over 1954-55
 1969-70 there will be an increase of 87 percent over 1954-55
 1971-72 there will be an increase of 100 percent over 1954-55

To put it another way, the college classroom which now handles 30 students must, in five years, take 35 students; in ten years, 45 students; in fifteen years, 55 students; in seventeen years, 60 students. In other words, a college of 750 students today should be prepared to take care of 1,500 students in 1971.
2. *Impending serious shortage of professors.*
3. *Impending shortage of physical resources.*
4. *Impending shortage of student housing.*

C. POSSIBLE SOLUTIONS

1. As regards teachers and professors, raising salary alone will not solve the problem. We must get enough of the right people into college and graduate school. In our high schools, only one-half of the top fifth plan to go, or actually go to college. This means that about 1,400,000 students, probably from the less privileged economic group, do not put themselves in a position where they could be available for teaching. It is our duty to pursue the five following steps:
 - a. Stimulate in high school these bright ones who are on the verge of dropping out.
 - b. Provide more vocational educational guidance. We might even impress upon them the moral obligation from God to serve society.
 - c. Get these lower income students into more extra-curricular activities.
 - d. Try to eliminate the hidden costs of the typical high school, as demonstrated by the Wisconsin study.
 - e. Help the parents of this wasted group change their ideas toward the worth of education.
2. On the college level we should spend ourselves:
 - a. To recruit this bright top one-fifth of the penurious high school students.
 - b. Sharpen our guidance and counseling, especially in the lower division.
 - c. Plan more flexibility for good students.
 - d. Search out stipends and scholarships for these excellent students.

Dr. Fuller of the Air Force recommended wide knowledge of Dr. Ronald Thompson's study of the American Association of Collegiate Registrars, entitled "The Impending Tidal Wave of Students," 1954. The slides and tape recordings to accompany this booklet were said to be available for \$12.50.

The remark was made that Dr. Stinnett had mentioned in St. Louis that only 200 teachers of physics and 600 teachers of chemistry are currently preparing themselves. All the professions are rather panicky in scrambling for the best applicants. The suggestion was made that we use apprentice teachers to spread the good teachers as widely as possible, just as we use dental assistants, nurses, and medical technicians.

Father Kammer, of De Paul University, injected the thought that we should not become panicky ourselves by any report of future enrollments; there are five diverse reports for Illinois, all based upon the same real figures of children already born, and there is a discrepancy of around 100,000 persons, depending upon the purpose of the particular report. Great discrepancies arise because we are talking now about "Total Enrollment," and again about "Full-Time Equivalents." We must, another remarked, increase the efficiency of the teachers' work. Possibly because of the influence of the Association of American Law Schools, the Association of College Schools of Business, and similar organizations, and because of the excessive committee work, which duplicates the work of the administration, the good teachers are not permitted to deal with as many students as they well might.

The question was asked as to how Russia secured these students against whom we were competing, and how she was financing their education. It

was pointed out that a "Russian Engineer" was far different from an "American Engineer." It was felt that much more was connoted by American engineering training. A healthy skepticism was voiced about the Russian statistics which, it was felt, did not merit any more credence than the other reports which escape from that country.

One voice from the floor suggested that we study carefully the use of church facilities in our search for classrooms. Many of these facilities lie dormant from Monday morning to Friday afternoon, and might well be rented for educational buildings. This is actually being done in Ohio.

Another urged that we retain some of our seventy year old teachers, who often are much more capable than beginners.

The meeting ended on a note of caution from the floor that we should not be too critical of those schools who will stress "selectivity." The speaker felt that we should not let statistics or logistics be our only criteria in planning an educational program.

II. THEME: "ARE STUDENT PERSONNEL PROBLEMS KEEPING PACE WITH CURRENT EDUCATIONAL TRENDS?"

Chairman: ROBERT H. PLUMMER, Director of Guidance and Counseling, Flint Junior College, Flint, Michigan

B. L. Dodds, Dean, College of Education, University of Illinois, Urbana, Illinois

B. K. Trippett, Dean of Men, Wabash College, Crawfordsville, Indiana

Floyd Cummings, Director of Guidance, Evanston Township High School, Evanston, Illinois

S. A. Hamrin, Professor of Education, Northwestern University, Evanston, Illinois

Elizabeth Wilson, Professor of Education, Purdue University, Lafayette, Indiana

Harlan C. Koch, Assistant Dean, Graduate School, University of Michigan, Ann Arbor, Michigan

Florence Thompson, Assistant Dean of Women, Indiana State Teachers College, Terre Haute, Indiana

R. Nelson Snider, Principal, South Side High School, Fort Wayne, Indiana

Elden A. Bond, Assistant Superintendent, Milwaukee, Wisconsin

Recorder: C. L. Fox, Principal, Senior High School, Springfield, Ohio

A. "WHAT ATTITUDES SHOULD SECONDARY SCHOOLS AND COLLEGES HAVE ABOUT SCHOLARSHIPS?"

CERTAINLY BOTH THE SECONDARY SCHOOLS and the colleges should not

only be concerned about scholarships but should be working more cooperatively in joint programs for more effective results. There is no question but that the man power demands of this

country in the years ahead make it imperative that we provide educational opportunities for as large a proportion of our able youth as is possible. The evidence has indicated that a very substantial percentage of the top half of our high school graduating classes do not continue their education. This is a waste of human resources which we cannot afford in the years ahead with our need for people in all the professions, for scientists and all of the related fields demanding education beyond high school. There are at present many indications of recognition of need to provide a larger number of substantial scholarships to encourage attendance of more able high school graduates. The interest of certain large corporations in providing funds for scholarships is a very encouraging trend. Also, numerous colleges report increased scholarship aid that is being obtained through annual alumni giving.

A poll of the discussion group showed that a majority of the high schools represented have discontinued announcing scholarship and honor awards at graduation exercises.

B. "HOW CAN THE STUDENT PERSONNEL PROGRAM ASSIST YOUTH WITH INFORMATION ABOUT THE ARMED FORCES?"

The new guidance study on military service entitled "Your Life Plans and the Armed Forces" will be a valuable aid in helping youth to acquire information about the armed forces. It is recommended that the book be made the basis for a six-weeks course. This may be supplemented by using speakers from the armed forces and by providing an appropriate shelf of books and pamphlets both in the library and in the guidance office.

The counselor preferably should be a veteran. He may well suggest to other departments techniques which

will help the students to bridge the gap between school and the armed forces. It is extremely valuable for a boy to have tentative educational and vocational plans before going into the service.

C. "TRENDS IN THE RELATIONSHIP BETWEEN GUIDANCE, FACULTY AND THE CURRICULUM"

Curriculum workers and guidance workers—teachers are included in both categories—must constantly strive to coordinate their efforts. Contemporary evidence that theory and practice are moving to such coordination is provided by the 1955 yearbook of the Association for Supervision and Curriculum Development, titled, "Guidance in the Curriculum." It plays up the role of the teacher in guidance, but also recognizes the place of specialized personnel, since problems are bound to arise which should be referred elsewhere by the teacher.

D. "HOW SHOULD THE STUDENT PERSONNEL PROGRAM COPE WITH INCREASED SOCIAL ACTIVITIES OF STUDENTS?"

A school should attempt to realize two objectives in providing an activity program: first, the constructive use of leisure time and second, provision for additional learning situations.

If the social activities outside the school are providing a good use of leisure time, certainly the school should not feel bad, for one of the goals which the school has set up is being met. The same reasoning would apply to the second basic reason for the school's extra-curricular program.

If the activities of the students outside the school are undesirable, then the guidance functions of the school must come into play, to advise, guide, and direct, and if necessary, the voice of the administration may be used to call attention to regulations. In some

instances of coping with undesirable outside social activities, the school can be successful by making its own program more attractive, by securing the support and leadership of the outstanding members, patrons of the school, to draw the erring ones back into the right path.

E. "WHAT ARE THE TRENDS OF STUDENTS WORKING WHILE ATTENDING SCHOOL?"

A majority of the schools represented at the meeting indicated that a considerable portion of their seniors were

working part time. Employment and security are important to youth and they will attempt to find this by leaving school unless the school helps to supply this felt need. In many cases part time work has a tendency to keep students in school.

A work-experience program is effective since it does stress good work habits, a pleasing personality, ability to take criticism and obedience to authority. If education prepares youth for future everyday living, then work experience is education.

III. THEME: "WHAT ARE SOME OF THE UNIQUE ACTIVITIES OF THE LIBRARIES IN NORTH CENTRAL SCHOOLS?"

Chairman: EUGENE H. WILSON, Acting Dean of the Faculties, University of Colorado, Boulder Colorado

Ruth M. Ersted, Supervisor of School Libraries, State Department of Education, St. Paul, Minnesota
Floyd Farmer, Principal, West High School, Wichita, Kansas

Alice Lohrer, Assistant Professor, University of Illinois, Urbana, Illinois

Mary Helen Mahar, Executive Secretary, American Association of School Librarians, Chicago, Illinois

Louise Rees, Director of Library Services, State Department of Public Instruction, Lansing, Michigan

Recorder: Wynand Wichers, Vice President, Western Michigan College, Kalamazoo, Michigan

THE FIRST SPEAKER was Miss Louise Rees, Director of Library Services, Department of Public Instruction, Michigan, who answered the question as to how the library staff can work with teachers in a more effective use of the library. The staff can work with the teacher both indirectly and directly. Indirectly through the administrator by encouraging him to allow sufficient time for the staff to work with the teacher, by giving faculty status to the librarians and by protecting the librarian from time-consuming supervisory and clerical work. The staff can also work through the student by building a favorable climate opinion to the library, by simplifying procedures and by providing attractive library quarters. Parents can be approached through the PTA and similar groups in special library projects. Much more

can be done directly in working with the teacher by being friendly, making materials easily accessible, by keeping teachers informed and requesting their help in the selection of materials.

Miss Alice Lohrer, Assistant Professor, University of Illinois, spoke on the question as to whether or not school librarians should be responsible for audiovisual materials. Her answer was yes. Very briefly she developed the growth of the new concept; namely, that the role of the library is to service all types of materials used in a school program. The trend is in the direction of an integrated program of library services for all teaching materials under the supervision of the librarian. These do not necessarily have to be located in one and the same place. There are obvious advantages of such integration, such as avoiding un-

necessary duplication, the unwise purchase of materials unsuited to the needs of the pupils and especially in eliminating unnecessary duplication of expensive materials scattered throughout the school. She also stressed the importance of freeing the librarian from time-consuming duties which can easily be done by clerical or student help.

Miss Mary Helen Mahar, Executive Secretary, American Association of School Librarians, Illinois, spoke about personnel problems confronting school libraries. There is the problem of a shortage of trained school librarians. This is closely tied to the problem of teacher shortage in all areas—a problem which must be met by more adequate recruitment methods and materials. The second problem is the insufficient supply of professional and clerical assistants. This calls for more positive and concerted efforts to interpret the function of the library to the administration and school boards. One of the more hopeful signs is that various associations are setting standards, not only for the professional librarian but also for clerical assistants. It appears that in most libraries the development of a more advanced concept of

the school library was delayed because of heavy nonprofessional duties laid upon the librarian and especially by the lack of clerical assistants. She also pointed out the great need for more in-service training, increased supervisory service from supervisors and further study on the graduate level.

The last speaker was Mr. Floyd Farmer, Principal, West High School, Wichita, Kansas, who discussed problems which prevent or hinder the effective use of the library. After discussing some general problems, he listed eleven specific problems, among which are the following:

- a. That library rooms and equipment are often ineffective for a variety of reasons.
- b. That staff must be adequately trained and alert.
- c. All materials must be circulated from the library.
- d. Get the teacher to use the library.
- e. Enough financing to meet the standards.
- f. That students do not know how to study.
- g. How to relieve the librarian of duties which are not professional.

In the general discussion period, the chairman called on Mr. Paul Young of the York Community High School, who discussed the new library building just completed and how carefully all library services have been integrated.

IV. THEME: "WHAT IS BEING DONE IN HIGH SCHOOL AND COLLEGE PROGRAMS TO IMPROVE READING?"

Chairman: RUSSELL COSPER, Chairman, Developmental Reading, Purdue University, Lafayette, Indiana

James I. Brown, University of Minnesota, Minneapolis

Owen Horsman, Detroit Public Schools, Detroit, Michigan

Elizabeth A. Simpson, Illinois Institute of Technology, Chicago

Recorder: Charles Semler, Principal, Senior High School, Benton Harbor, Michigan

THE PANEL DIRECTED ITS ATTENTION to two phases of the reading program; the developmental designed to teach all children to read and the remedial to help those who do not acquire adequate skills in the developmental program. It was pointed out that in

the developmental program every teacher has a responsibility to improve reading skills under the leadership of English teachers. The remedial program requires the services of special teachers.

Many suggestions were made which

would aid in the development of an effective reading program. Among these were the following:

- a. A recognition of the great differences in reading ability.
- b. Difficulties in text material should be anticipated and assistance given.
- c. Things which students are asked to read should be made useful to them.
- d. There should be "teacher readiness" to teach reading.
- e. Administrators should initiate, foster and support programs.
- f. Various devices to implement and administer programs should be considered; i.e., it may be voluntary or compulsory; it may be centered in English department, in the

library or made the responsibility of all teachers. All students may be included or only poor readers, credit may or may not be given. All these things must be decided on the basis of objectives and local conditions.

- g. Students must be taught to read deeply, broadly, accurately and with appropriate speed.
- h. It is easier to increase speed and comprehension than vocabulary.
- i. Our good readers are reading better than ever before but our poor readers will probably be the future critics of our educational program.
- j. Proper evaluation is necessary to guide and determine the scope and direction of the program.

V. THEME: "WHITHER GENERAL EDUCATION IN 1955?"

Chairman: SAM GATES, Director of Laboratory School, Colorado State College of Education, Greeley, Colorado

W. L. Paxson, Principal, McKinley High School, Cedar Rapids, Iowa

Roy Hinderman, Deputy Superintendent of Schools, Denver, Colorado

James G. Rice, Dean of Instruction, Stephens College, Columbia, Missouri

C. Von Eschen, Chairman, Department of Education, Beloit College, Beloit, Wisconsin

Recorder: Neil M. Wherry, Principal, Lawrence High School, Lawrence, Kansas

THE CURRENT OBJECTIVES of general education are an outgrowth of the "Seven Cardinal Principles" and the "Ten Imperative Needs" of secondary education.

We need to select the changes in curriculum planning that have provided a better understanding of youth in our schools, to promote a deeper appreciation of the needs of youth and to encourage others to share youths' experiences to help them meet life's problems. Another objective is to improve instructional practices and attitudes in the pre-service and in-service training of teachers.

"College-bound" students should be provided with general education but they should be also prepared for independent study and life.

Industry and business are little interested in technical vocational training but greatly interested in the development of traits of honesty,

abilities to read and speak the English language, simple arithmetic computation ability, interests in community and home life, knowledge of simple science and abilities to get along with people.

Secondary schools are providing broad programs of instruction to bring about mental, physical, emotional and social growth and development. Improved teaching techniques and sequential curriculum construction may be used to improve instruction. Continuous planning by building instruction committees, by teachers and parents, by teachers and by teachers and pupils helps reach objectives.

The program must be balanced between subject-matter learnings and the problem-solving approach.

K-12 courses provide articulation in such subject fields as English, Mathematics, Social Studies and Health. Research and evaluation, tempered by

current practice and local determination, are the bases of curriculum construction.

A broadened base of instructional materials helps. Several texts should be used in a class, the use of many supplementary materials is desirable. Libraries should be enlarged and classroom libraries developed.

What are colleges doing about "General Education" today?

- a. A reaction against over-specialization has given rise to an emphasis on spread, to the concept of education for passing on our common heritage, to the concept of education for citizenship, to the concept of education for life tasks, not only professional needs.
- b. A reaction against the elective system has given rise to the core curricula, distribution requirements, the designation of the first two years of college as the general college, etc.
- c. A reaction against an education suitable for only a small percentage of a population and the resulting drop-outs early in college has led to attempts to develop courses and teaching methods which would meet the student at his own level of development, interests and needs, irrespective of his professional plans.
- d. A reaction against deeply entrenched departmentalism has led to the development of integrated courses which cut across departmental lines. For example, courses in General Humanities, courses in contemporary social issues, courses in American civilization were developed.
- e. A reaction against an "ivory tower" conception of education has led to greater emphasis on functionalism, practicality, courses for vocational exploration.

Specific mention was made of the development of college courses built around ideas, such as ideas of good and evil in Western Literature.

It was pointed out that the "General Education" movement has stimulated

college self-study. Individual faculty members have been generally concerned with their own particular area or subject and have not thought carefully college-wide about educational planning. The general education movement has extended the horizon through self-study.

Faculties have been stimulated to be more articulate concerning the purposes of education. This has resulted in an attempt to "spell" out more specifically what *is* the educated man—not in terms of generalities or subject matter, but in terms of *behavior*.

This behavioral description of the educated man has led to the consideration of the *means* whereby these goals can be reached. This has resulted in a study of the curriculum—involving course organization, requirements for graduation, integration, etc. This has led to consideration of course organization and of instructional procedures aimed specifically at realizing the predetermined goals.

"General Education" has revitalized college instruction.

Random expressions from the floor: "General Education" should encourage individual patterns, we want to develop individuals. . . . One of the goals is a behavior pattern for thinking critically . . . the movement gave rise to evaluative techniques. . . . We teach widely useful basic facts and useful principles. . . . We get instruction in broad comprehensive courses covering inter-related subjects fields. . . . It encourages critical thinking on the part of students rather than just giving back what the teacher said.

VI. THEME: "WHAT ARE THE FEATURES AND IMPLICATIONS OF THE EXPERIMENTAL PROGRAM WHICH PERMITS HIGH SCHOOL STUDENTS TO ENTER COLLEGES WITH ADVANCED STANDING?"

Chairman: EUGENE YOUNGERT, Superintendent, Oak Park and River Forest High School, Oak Park, Illinois

Gordon Keith Chalmers, President, Kenyon College, Gambier, Ohio

Frank R. Kille, Dean, Carleton College, Northfield, Minnesota

Lloyd S. Michael, Superintendent, Evanston Township High School, Evanston, Illinois

Recorder: Byron L. Westfall, Professor of Education, Indiana State Teachers College, Terre Haute, Indiana

IT IS OFTEN SAID that schools are spending too much time and effort on the less gifted. Since in a democracy the balance of power is likely to be held by those who do not shine intellectually, the education of that segment of the population must not be neglected. It is also the job of the school, however, to take care of the gifted, since a democracy needs educated and able leaders perhaps more than does any other form of government. One attempt to stimulate and help the competent high school student has become widely known as the Kenyon plan. This project has been financed by the Fund for the Advancement of Education. It provides that certain high schools may offer to selected pupils courses for which college credit or advanced standing in college may be given.

Gordon Keith Chalmers—Probably all of the old American colleges were founded to provide education for ambitious young men of genuine scholastic aptitude. By 1900 both the old institutions and the new had added to this historic purpose the effort to increase as rapidly as possible the total number of American young people in college. As time went on efforts to increase the total number frequently conflicted with efforts to bring into college the ambitious students of high aptitude. Ambitious students of high aptitude found that they did not need to stretch themselves in school. The general result was that by 1950 the

whole level of college entrance had been reduced seriously below the potentialities for instruction and the potentialities for scientific and scholarly accomplishment of a considerable number of secondary schools and a considerable number of boys and girls. All great colleges have been striving for a few decades to be genuinely national. To do this, it was necessary for them to establish their minimum entrance requirement at the lowest common level of secondary-school preparation. Probably this important social and geographical fact has much to do with the progressive abandonment of accomplishment as a basis for college entrance, in favor of mere aptitude, whether impressively cultivated or not.

In this half-century, American education has made enormous social and political gains. But for years, many scholars and scientists as well as school and college administrators have been aware that these social gains have been made at very great cost to the genuine intellectual and moral accomplishment of the normally able young people of the country.

Numerous schemes have been proposed to make American education more efficient. Efficiency here is considered in terms of energy, time, and worthiness of scientific and scholarly pursuits. This extravagant and dangerously rich country of ours has been most extravagant of all in its wastage of human potential on the scientific, scholarly, and critical side of our life.

The second World War and the awful facts of a divided world have forced upon us many serious efforts to reduce this wastage and to use our potentiality of mind and will power more effectively not only for the national welfare, but also for national security.

The School and College Study is a small and limited effort to deal with the tempo of studies of the very small group of potentially strong students who have had the great good fortune to attend strong or potentially strong secondary schools, whether independent or public. It is not an effort to revise the philosophy of education nor to revise the structure of schools and colleges, but rather to make available to ambitious and promising school students and to strong schools an opportunity which the leveling process of college admissions has denied to them for the past thirty years or so.

In the years before 1910, when each school tended to send most of its students to but two or three colleges, and when college entrance was frequently based upon examinations set by each college and written by the candidates for entrance to that college only, the young man so well prepared that he was ready for sophomore work was welcomed into the sophomore class and permitted to earn his degree in three years. During the early discussions of the School and College Study, President James Phinney Baxter III, of Williams College, asked the question: "At what point in history did every freshman become equal in the sight of God and of the Treasurer's office?"

The School and College Study is a joint effort of twelve colleges, now joined by several others, and of, at present, about forty secondary schools, to discover a common standard and practice by which schools may be encouraged to offer some college-freshman-level instruction to selected

and high powered secondary-school students and by which colleges may treat that college-level work much as they now treat transfer credit from one institution of higher education into another. The colleges originally invited into the Study by Kenyon are Bowdoin, Brown, Carleton, Haverford, Massachusetts Institute of Technology, Middlebury, Swarthmore, Wabash, Wesleyan, and Williams. Oberlin was added to make the original twelve; subsequently Northwestern, the University of Pennsylvania, and Harvard voted the plan. Several other institutions have been paying very careful attention to the Study and have received students who were graduated from the courses last June.

The School and College Study of Admission with Advanced Standing is an effort to ameliorate the situation produced by the leveling downward of college admission. It has been developed in full recognition of the important political and social reasons why the leveling downward has occurred and is an effort not to disturb the important social gains produced by that reduction of academic standards. The School and College Study observes, however, the very important social losses occasioned by the downward leveling, and if as years go on the practices which grow out of the Study prove workable and of value, we of the Study hope that some of those losses will be made up in the more energetic and mature work in secondary school of the strong students who are able to go more deeply into the great central subjects of a liberal education than the low minimum requirements of college entrance now lead them to do.

The twelve colleges which have conducted the Study hold in common several assumptions concerning a liberal education in the liberal arts and sciences. On the whole they have

eschewed core curricula and general education. They set out to study the possibility of a series of treaties amongst the faculties of the twelve colleges based on rather extensive description of courses of work in the eleven central subjects of the freshman course in a college of the liberal arts and sciences and in the freshman course at the Massachusetts Institute of Technology. Administrators and teachers in about sixteen secondary schools cooperated with us. In all, 130 school and college teachers and administrators worked on committees to produce the report published in January, 1954, entitled "College Admission with Advanced Standing" and containing the bases of agreement amongst the twelve college faculties. These agreements were voted independently and without qualification by all of the twelve sovereign faculties. The votes meant that the faculties would agree to consider for advanced credit on admission or at some point in the college career of the student evidence of college-freshman-level work having been accomplished before entrance into college. The basic evidence in all but one subject, History, is a standard examination prepared by our examining committees and graded by them. Other evidence consists of the school record and of papers, laboratory reports, and other accomplishments of students at school. The examination blue-books, graded by the examiners, are sent on to the colleges.

Last year sixteen schools gave special college-freshman-level courses to the 402 candidates who were examined by the Study. These candidates wrote 960 papers (some writing as many as three, one or two as many as four, several writing but one examination). This academic year thirty-eight or thirty-nine schools are preparing about twice as many students who will write about

twice as many papers. The cost of the Study has been paid by grants totalling \$299,000 by the Fund for the Advancement of Education to Kenyon College. Its success is due in large measure to the able leadership of the Executive Director, Dr. William Cornog, Principal of the Central High School in Philadelphia.

Next October the whole plan will be handed over to the College Entrance Examination Board, which has already accepted responsibility for it and has taken over much of the personnel of our examining committees and of our groups concerned with the advice to schools and the cultivation of the new courses.

Of the 402 boys and girls who took the examinations last May, 146 are enrolled in colleges of the Study, including Harvard. Fifty-two of these have already received advanced credit, and over 50 others, perhaps as many as eighty, are eligible for advanced credit to be determined later in their college careers. Twenty-six students have received advanced credit at colleges outside of the Study; 132 have received advanced placement but not advanced credit (of these some may later receive advanced credit). Probably 140 of the 402 did not ask for advanced credit.

One of the most important activities of the Study has been the extensive discussion of the aims, nature, and content of college-freshman-level work in Latin, French, Spanish, German, English composition, English literature, mathematics, physics, chemistry, biology, and history on the part of a few hundred school and college teachers of these subjects. The center of their work has been the subject-matter committees which produced the first report on the content of the proposed courses, and the examining committees which grew out of the subject-matter committees. These reports will be subject to con-

stant revision, as will the examinations. Last year conferences of School and College Study Teachers of Chemistry, Biology, and History were held at Kenyon, Wabash, and Williams. Smaller conferences concerning other subjects were also held. This summer, there will be conferences concerning all of the subjects of the Study as follows: at Harvard, Latin and German; at Massachusetts Institute of Technology, Physics; at Oberlin, Chemistry; at Brown, French and Spanish; at Williams, Mathematics; at Bowdoin, English Composition and English Literature; and at Kenyon English Composition and English Literature; at Wesleyan, History; at Exeter, Administrators; and at Wabash, Biology.

Two important by-products of the Study may be emerging. One is the concentration of the work of ambitious and able students upon what might be called the grammar and arithmetic of a liberal education. This may prove important indeed, in view of the general dilution and dispersion of secondary and college education which has been produced by the general education movements, which on the whole has tended to invite immature though sometimes brilliant students to consider the great generalities of learning long before they have mastered the elementary facts of human experience or of the natural world which gives meaning to the generalities.

In the second place, it is conceivable that the establishment of honors work in schools in the form of the college-freshman-level courses which are now being taught and developed will have some effect upon the general intensity and tempo of work of students not in the honors courses. This already has been evident in such schools as the Newton High School in Newton, Massachusetts, and in several others. About forty years ago the leading

American colleges undertook honors work for juniors and seniors, on a program patterned on the final honors schools of Oxford and Cambridge and especially developed and publicized in this country by Swarthmore College. Over the years honors work in colleges has had a profound effect upon the work of pass men. It is conceivable that honors work in secondary school along the lines developed by the school and college teachers of the School and College Study may have a similar effect upon the work of all students in the schools where the honors sections are offered.

It cannot be repeated too often that the Study has very exacting standards. Only very strong secondary schools should undertake it. In those secondary schools, only really strong students should be invited to attempt the courses and the examinations.

Finally, it is important to distinguish between the School and College Study, which is essentially the development of a new set of college-freshman-level courses in secondary school, from an old habit of some institutions of granting proficiency credit. In some instances the award of proficiency credit amounts to no more than saying that if you do college-entrance work well you may be regarded as having done something more than college-entrance work, namely college work. The School and College Study has endeavored to keep itself utterly free from that practice and has developed, instead, a wholly new set of courses, even in the schools where for many years honors sections of certain courses have been taught at a very high level. It has been discovered that those courses are not extensive enough nor sometimes deep enough to qualify as college-freshman-level courses, and in order to prepare students for the School and College Study Examinations, it has been

necessary for the courses to be revised in content as well as in intensity in order to bring them to the point where they can be treated for what amounts to transfer credit in college.

Lloyd S. Michael—This discussion is concerned with one experimental program in an effort to give more attention to the education of the more able pupils. Some background seems essential to an understanding of this particular program.

Let us first consider the role of the comprehensive high school. The secondary school membership of this organization is made up largely of this type of school. Most of the colleges receive the greater part of their students from such schools. The comprehensive high school is concerned with the education of all youth, even though there may be more than one high school in a community. In carrying out the aims of the secondary school, we as administrators are committed to a philosophy that the education of no one segment of the school population shall be at the expense of another segment.

However, there is a growing belief that in too many schools our talented youth are being discriminated against in a number of ways. Although much attention is being given to the education of exceptional children, in most cases this means only handicapped children. The special group most often neglected is the superior group. As Richard Boyd Ballou says in a recent article, "Equality of opportunity must not be confused with identical opportunity. Public education must see that opportunities, to be equal in quality, must be different in kind for different individuals of widely different capacities and interests. It is imperative that we construe education as the process of

encouraging the fulfillment of individual potentiality rather than the attainment of some mythical average for all."¹ One senses in secondary education circles a growing interest and concern for an improved program for our talented youth.

There is some confusion as to terminology. In some studies "gifted pupils" have been considered as those in the upper one or two per cent in intellectual ability. In schools we may talk of the superior achievement in any socially valuable and self rewarding area of human endeavor. It should be thought of as more than academic ability and possibly might concern as much as twenty-five per cent of the typical student body.

The School and College Study of Admission with Advanced Standing has been the subject of considerable confusion, resulting in opposition from some secondary school administrators. The plan has sometimes been confused with plans to send high school students to college before high school graduation. The basic tenets upon which the program is based, however, are first, that the best place for a school boy or girl is in school and not in college and second, that the best teachers of seventeen-year-olds are as likely to be found in schools as in universities.

My own impressions, as a secondary school representative on the central committee of this study are that the college members at all times have shown a willingness and readiness to understand the position of the secondary school and its problems. It has given the secondary school and college people an opportunity to work together. There has been no effort on the part of the college group to control

¹ Richard Boyd Ballou, "Critical Crossroads." *Teachers College Journal*, LVI, (March, 1955), 310.

the curriculum of the secondary school. And after working with the college group I can see that the system of examinations provided in the plan is justified.

As a high school administrator whose school has been one of the pilot schools I have become aware of several problems. In some cases, the school may be accused of not being democratic or not providing equality of opportunity if certain advanced classes are open only to superior students. There may be some staff resistance to the program if no staff members are added to take care of the additional work. To be successful, these special college level classes should be limited to fifteen or twenty students each. Another problem is the availability of student enrollments. The college level classes probably should be limited to perhaps 5 or 10 per cent of the senior class or from a quarter to a third of the college bound pupils.

The relatively small number of colleges participating, the nature of the experimental program, and resistance of many seniors to extra work make additional problems. Financial factors include the need for smaller classes, more time for teachers to prepare courses, and more expenditures for instructional materials.

The program is one of enrichment rather than acceleration of pupils. Representative comments of graduates include the following ones:

From a girl at an eastern girls' college: "English CL has helped me in many ways. First, it 'toughened' me, so to speak, for college courses that have many lengthy assignments. Thus I learned better to budget my time."

From another girl in the same institution: "I feel much better prepared in my French course this year, and I am very glad I took CL French last year. If I had it to do over again, I would take CL history."

From a girl at a mid-western university: "My

courses prepared me for the long range college reading assignments. They also prepared me to do work on my own without the teacher's aid."

From a boy at a mid-western state university: "I find that my math course now is conducted basically the same way as my high school CL course, which was very good in developing a college work attitude."

From a boy at an eastern liberal arts college: "They have prepared me for the college material and method of study so that I am leading my classes in math and physics."

From a girl at a western university: "Let me count the ways! They taught me a high standard of workmanship, how to plan my time, how much work I could carry at one time, how to express myself better, and how to think more clearly. I think the whole program is marvelous for sincerely interested students."

The country needs these talented youth and yet the mortality rate is very high. As President Griswold says in a recent article in the *Saturday Review of Literature*, "While one-half of the nations' youth finishes high school and a fifth (of the whole) goes to some form of higher education, this group includes less than half of those best qualified for such education. Of the top quarter in intellectual ability, twenty per cent do not continue for financial reasons, and forty per cent—a proportion exactly equal to that which does continue—for lack of motivation."¹

Frank R. Kille—I shall try to tell you about the impact of this program on one college faculty. Nothing in this plan is affecting the policy of the college as far as admission is concerned. The results of the examinations and the information concerning these students usually come in soon after they have arrived on the campus. The effect of the plan on a student's academic program in the college depends upon which department is concerned. For example,

¹ A. Whitney Griswold, "The Free Economy of Students," *Saturday Review of Literature*, XXXVI, (March 27, 1954), 8.

a student can be given credit for English composition and be placed in the sophomore English literature class. In French a student may be given advanced standing to the junior year but with no credit. (He does, however, eventually gain elective hours.) In the history department a student may be given credit for his high school college level course but no advanced placement. He may be given three or six hours of credit but may be asked to sit in at least on the introductory course in history.

These students have a very stimulating effect on the college faculty and encourage a respect for the quality of high school teaching in the schools participating in the plan.

I have a deep concern for the able student and the individual teacher in isolated cases over the country. It is to be hoped that the examinations can be developed in such a way that the

exceptional young students and the able teachers will not be lost sight of, even in the small high school.

CONCLUSIONS

From the foregoing comments by panel members and also from answers to the many questions from the floor, the following conclusions seemed evident:

1. There is much interest in providing ways to stimulate greater achievement on the part of superior high school students.
2. The Kenyon plan appears to be one promising experiment in an effort to provide motivation for better high school work by able pupils.
3. The flexibility provided in the plan would seem to adapt it for use by a much larger number of colleges and secondary schools than are now participating in the experiment.
4. Continued study should be made in an effort to adapt this plan or to develop similar plans for use in the smaller secondary schools of the country.

VII. THEME: "MOBILIZING THE RESOURCES OF THE UNIVERSITY FOR TEACHER EDUCATION"

Chairman: P. MILO BAIL, President, The University of Omaha, Omaha, Nebraska

Elmer Ellis, President, University of Missouri, Columbia, Missouri

Henry G. Harmon, President, Drake University, Des Moines, Iowa

Morris S. Wallace, Professor of Education, Oklahoma A & M, Stillwater, Oklahoma

Recorder: E. H. Criswell, Dean, College of Liberal Arts, University of Tulsa, Tulsa, Oklahoma

IN THIS PERIOD of rapid social, economic, and political changes and consequent alarming world tensions, education is probably more important to our continued stable existence than at any other time in our history. But, unfortunately, at this critical juncture, our supply of teachers is becoming increasingly inadequate to cope with the heavy demands upon our educational system. All the resources which can be brought to bear to insure a sufficiently large number of intelligently trained teachers should be carefully studied and evaluated, whatever the institutional source from

which they may be recruited. As it is, we may be doing fairly well, but, under the circumstances, this is not enough.

The multi-purpose institutions of the North Central Area as a source of this supply have been under study for three or four years, first, by an exploratory subcommittee of the Commission on Research and Service to determine whether the structure of such institutions presents unique problems in teacher training, and, for about a year, by a second subcommittee appointed upon recommendation of the exploratory subcommittee, which found, from questionnaires sent to such

institutions and from various meetings, particularly panel discussions held at the regular spring meeting of the North Central Association, that such problems do exist and that they are deserving of study by a special subcommittee composed of representatives from a variety of fields in our educational institutions.

The exploratory subcommittee determined that, with the wide dispersal of authority for teacher education in such institutions and the many different disciplines contributing separately to it, not all the resources of a given multi-purpose institution can be easily brought to bear upon the important matter of teacher education, that the program cannot be as successful as it should be without the cooperation of all those who are unavoidably concerned in the training of teachers, and that some effort should be made to ascertain what type of institutional arrangements not necessarily the same in all instances, might best promote the most effective training of public school teachers.

This is not to say that similar studies are not called for in teacher-training institutions and liberal arts colleges, both of which account for a very large number of our public school teachers. Such studies have been in progress for a considerable time. No two of these types of institutions seem to present precisely the same kinds of difficulties.

It is only natural that the multi-purpose institutions, which will have an increasingly prominent part in supplying teachers for the public schools, should examine their procedures. Most staff members in higher institutions of learning are well aware of the shortage of teachers in the public schools and of the necessity for a continuous flow of well trained high school graduates into the colleges as a part of national self-preservation. Many of them are not fully aware of the criticism and dissatisfaction elicited from participants in the questionnaires and the discussions, criticism coming both from people in the higher institutions and the public schools. But certainly those in higher institutions will wish to know what the criticisms are, whether just or unjust. And if they are found to be just, these people will wish to do something in the direction of improvement. Cooperation can be expected from them.

This is a study which is only in the initial stages. It will require long preparation to set it up in a proper way and a considerable amount of time as well as money to carry it out effectively. The discussions at North Central Association meetings are an attempt to bring together some of the best brains of the Association in an attempt to find the crucial topics to be considered, the direction in which to go, and the way to get there.

VIII. THEME: "THE PRINCIPAL'S LEADERSHIP OF HIS STAFF IN CURRICULUM IMPROVEMENT"

Chairman: PAUL R. PIERCE, Assistant Superintendent in Charge of Instruction and Guidance, Chicago Public Schools

Mrs. Evelyn F. Carlson, Principal, DuSable High School, Chicago

Butler Laughlin, Assistant Superintendent, Cook County Public Schools, Chicago

Mary G. Lusson, Director, Division of Curriculum Development, Chicago

Kenneth J. Rehage, School of Education, University of Chicago

Gerald W. Smith, Principal, Elmwood Community High School, Elmwood Park, Illinois

Clarence E. Swingley, Principal, Thomas A. Edison School, Gary, Indiana

John M. Wozniak, Chairman, Department of Education, Loyola University, Chicago

Recorder: Mary G. Lusson, Director, Division of Curriculum Development, Chicago Public Schools

AMONG THE MANY CHALLENGING TASKS which confront a school principal none is of more vital importance to administrators, teachers, pupils, and community at large than that of curriculum improvement. It was thus fitting that "The Principal's Leadership of His Staff in Curriculum Improvement" should be a major consideration at the Annual Meeting of the North Central Association, March 23, 1955.

The formulation of a philosophy or basic objectives of education was regarded as the first step in curriculum improvement. The principal has the responsibility for seeing that such a philosophy, reflecting the values and understandings of a democratic society, is developed as a cooperative enterprise, since cooperation and coordination are integral elements of modern curriculum making. Implementing the study of the school philosophy and practice must follow.

How to provide a curriculum-making environment which will stimulate independent planning and sound pioneer work of individual teachers, how to organize the staff to study curriculum principles and the local needs on which the curriculum should be based, how to enlist the aid of curriculum specialists, and how to secure the participation of lay citizens in curriculum planning were discussed at length. The organization of a representative overall curriculum committee with the principal as chairman and with branch

committees under the chairmanship of key teachers for the various grade levels or subject fields was found by many schools to provide an effective beginning.

Since curriculum making is a cooperative as well as a continuous operation, the curriculum committees, having set up acceptable organization and channels of action, may proceed to enlist the aid of civic, industrial, labor, professional, and religious leaders of the community. Such action should provide resource persons capable of making valuable contributions to the school curriculum. Likewise, research assistants and psychologists of the central office may be called upon as well as specialists from local universities who are willing to render consultative service. Such procedure results not only in an enriched and vitalized curriculum, but also gives to teachers that security and assurance which come from knowing that others are working with them toward common ends.

To the work of these committees the leadership of the principal gives direction, coherence, and balance, for it is the principal's responsibility to see that the work is properly adjusted to the needs of the different groups of pupils, and that the school program is properly interpreted to the community. It is also his responsibility to correlate and articulate the different subjects of the curriculum, as well as to set up proper

standards for evaluating subject matter.

Finally, since curriculum making is a continuous task, the principal must ever sponsor "activities which will bring new insights, growth, understanding, cooperative practices, demo-

cratic procedures, and community understandings to the members of the staff and arouse them to action to improve the curriculum, to take additional training, and to improve themselves and their work in every possible manner."

IX. THEME: "IMPROVING COMMUNICATION BETWEEN THE SCHOOL AND THE COMMUNITY"

Chairman: ERIC H. JOHNSON, Director, Illinois Curriculum Program, State Department of Public Instruction, Springfield, Illinois.

Harold C. Hand, Professor of Education, University of Illinois, Urbana

Roy A. Hinderman, Deputy Superintendent of Schools, Denver, Colorado

L. D. Lundberg, Assistant Superintendent in Charge of Instruction and Curriculum Development, Flint, Michigan

George M. Wells, Superintendent of Schools, Bloomington, Illinois

Recorder: Roy C. Turnbaugh, High School Principal, Barrington, Illinois

Eric H. Johnson.—The topic which has been assigned to us is "Improving Communication Between the School and the Community." Five questions have been posed as possibilities for discussion with reference to this topic.

- a. Why has improved communication become a critical problem?
- b. Who is involved in the communication process?
- c. What are some of the blocks to improved communication?
- d. What procedures may be used to secure more nearly impartial community viewpoints regarding educational problems?
- e. What are the characteristics of a superior program of school-community communication?

Members of the panel have had a wide range of experiences in working to further the cause of education and the true interests of the community by improving communication between schools and the public. These experiences have been in the context of the complex situations of actual schools and real communities.

Harold C. Hand.—Three considerations reveal why improved communication is a critical problem. The first and

most basic reason derives from the following three facts:

1. When one deals with the objectives of secondary education he is in actuality dealing with this question: "What kind of young men and young women do we want to make out of the boys and girls in our school?"
2. These boys and girls belong to the people of the community, not to the school. What kind of young men and women they are to be "made into" by the school is a question of public policy.
3. The school has no right to dictate this, or any other, aspect of public policy. Instead, it has the obligation to attempt to bring about the kind or kinds of community involvement which will issue in the establishing of this aspect of public policy, and to make available competent professional advice in respect thereto.

To spell out this third fact in the form of a principle, we would say that the following three things should be done:

- a. Questions of basic educational policy should be shaped by the consensus of the lay citizens of the community with competent professional advice. Such consensus should be communicated to the board of education for final determination. (Obviously, this would require a great deal of two-way communication between the school and the community.)
- b. Technical questions should be left to competently trained professionals to decide,

with adequate explanation and interpretation to the public. (Again, a great deal of two-way communication would be required.)

- c. There should be joint lay-professional appraisal of the products of the school; the proper question here is this: "Is the community getting from the secondary school the kind of young men and young women it wants its boys and girls to become?" (Again, much two-way communication would be necessary.)

A second consideration derives from the fact of the increased, and still increasing, birth rate. Let us take the Illinois data in terms of children already born by way of illustration:

Year	High School Students	Increase
1954-55	412,000	—
1959-60	518,000	26 percent
1964-65	647,000	57 percent
1968-69	690,000	68 percent

It is obvious that vastly more in the way of school revenues must be had if Illinois high schools are to "hold the line," to say nothing of being improved. Illinois people are like Americans everywhere—they are much more likely to act on data they "own" than on "somebody else's" data. The moral is clear. To assure action we must involve lay citizens in finding out for themselves what the increased birth rate means in terms of additional classrooms, teachers, and school revenues.

A third consideration which points up the necessity for improved two-way communication relates to the fact that unwarranted attacks on the schools can be prevented only if and when the lay citizens of the community feel *themselves* to be unfairly attacked when an unwarranted attack is made on the school. They will never feel this way unless they are convinced that the program of the school is really "their program"; that is, unless it is their "psychological property." Typically, the lay citizens do not now have this sense of "psychological ownership." They do not regard the program of the

school as theirs in any sense. So when this program is attacked, to them the superintendent or the principal or the teachers are being attacked.

Obviously, you can't make sensible American citizens believe that the school program is their program simply by saying that it is. They will feel that it is theirs only if they have had a hand in shaping it. To induce this necessary feeling of "ownership" will require a great deal of cooperation. The alternative is only too obvious. It is that superintendents, principals, and teachers will continue to suffer a lot of hot lead in the seat of their collective pants.

Roy A. Hinderman.—Denver has experienced the sort of communication problems Professor Hand has indicated, and has worked hard to develop the information and the communication methods necessary to live successfully with the problems. Under the leadership of Superintendent Oberholzer the Denver schools have developed in school personnel the feeling that the schools belong to the people and are responsible to them.

By 1950, the professional personnel of the Denver schools had become aware of the fact that there was neither the serene public confidence in the schools nor the free exchange of information between school and community that both school and public would have liked. The schools set out, with the help of laymen, to improve the schools' understanding of the public, public understanding of the schools, and the methods of exchanging information.

They set out to measure pupil achievement and to measure public sentiment. Denver employed a representative group of citizen parents and professional educators, drawing the lay representation from each school parent-teacher association in Denver.

This representative group made all of the basic decisions. They decided whom to test and they decided which tests to use to evaluate pupil achievement in the Denver schools. They drew on professional help at all stages, including the preparation of the summary reports, which were presented graphically using color and skilled arrangement.

The representative group decided upon a public opinion survey to be conducted by a private Denver concern, experts in public opinion analysis. Their report was also presented graphically and given wide distribution.

Essentially the same procedure was followed three years later in 1953. Denver people have found that they have made substantial progress in all three of their major goals: improving school understanding of what the public expects and believes, improving public understanding of school accomplishment, and improving channels of communication between school and community.

L. D. Lundberg.—Flint has accumulated substantial experience with lay participation in developing policies for the Flint schools. Two examples will serve to illustrate our approach to policy-making. The first is the development of a policy on the teaching of controversial issues. Policy study was initiated as a result of discussion by the Superintendent of Schools and the Assistant Superintendent in Charge of Instruction and Curriculum Development on the need for such a policy.

The Assistant Superintendent undertook to study the subject and prepare a preliminary draft of a policy. His preliminary study was submitted to the Curriculum Study Committee, which made certain modifications and forwarded the draft to the Central Coordinating Committee. This Committee in turn recommended that the

policy as modified be submitted to all schools, elementary, secondary, and junior college, for approval, modification, or rejection. As a result a few new suggestions were incorporated. Because the teaching of controversial issues in the public schools is also a matter of considerable interest to the public and especially to various interested and pressure groups, the policy was submitted to the Council of the Parent-Teachers Association for review. After the Council had unanimously approved the written statement of the policy, it was submitted to the Educational Committee of the Board of Education for review and study. Approval of the full Board was finally obtained.

A second example is provided by work on the issue of school discipline and corporal punishment. The origin of concern for this issue was different. Discipline and its related problems have long been of major interest to the professional staff in Flint and throughout the community. Interest has grown with the recent increased emphasis, both in publications and in studies regarding juvenile delinquency, upon problems relating to parental control of children and to the task of the teacher in maintaining a desirable classroom atmosphere.

The problem of discipline was referred to the Staff Personnel Study Committee by the Superintendent through the Central Coordinating Committee in December, 1953, as reported in the Superintendent's Bulletin of January 6, 1954.

The Staff Personnel Study Committee determined at its February, 1954, meeting that the first step in its study of discipline should be to obtain for examination and analysis copies of discipline policies and/or procedures of school systems in cities of 100,000 to 200,000 population. Requests were sent to superintendents in eighty cities. Fifty-two replies were received.

Throughout the next several months Committee members reported to the group on their research in school discipline and related problems.

On April 23, 1954, the Committee sent letters to each individual building staff requesting each group to study the problem of discipline, consult local P.T.A. representatives, and "formulate a written policy regarding discipline that you, as a staff, feel would be functional and desirable for your building." By the time school closed on June 18, 1954, a worksheet had been prepared summarizing these individual statements of policy.

During meetings in September and October, 1954, all materials on discipline gathered by the Committee were reviewed and tentative conclusions were arrived at in light of these materials. At this time the Committee attempted to give as much weight as possible to individual teacher and building opinions regarding discipline and corporal punishment without violating, in the eyes of the Committee, the most widely accepted philosophy and practices regarding effective ways of guiding children into well-adjusted and useful citizenship.

On November 14, 1954, a subcommittee of the Staff Personnel group prepared a first draft of a Proposed Policy on Discipline, based on the tentative conclusions of the Committee.

On November 18, 1954, the Staff Personnel Committee met to consider this first draft. Assisting in this study were representatives from the Classroom Teachers Association and from a parent group which had discussed discipline on School-Community Day, November 11.

The resulting revised form of the proposed policy on discipline was presented with the permission of the Central Coordinating Committee to

three groups for their study and suggestions:

- a. To the executive board of the Classroom Teachers Association on November 29, and through it to all teachers in the system.
- b. To a parent group representing every local P.T.A. organization but two on December 6.
- c. To the administrative staff at its regular meeting on December 6.

On Tuesday, December 14, the proposed policy was revised a second time in light of suggestions received from the three groups mentioned above.

On Wednesday, December 15, 1954, the final form of the policy was studied and approved by the Central Coordinating Committee for presentation to the Board of Education.

On January 6, 1955, the Education Committee of the Board of Education met to consider the Policy on Discipline. On its recommendation, the Policy was returned to the Staff Personnel Study Committee for the consideration of these features:

- a. An introductory section which would emphasize home and school characteristics essential to the development of good citizens.
- b. A section on "Follow-Up" under Controls.

The Staff Personnel Study Committee at its meeting on January 11, 1955, decided that the Education Committee suggestions would strengthen the Policy and prepared two statements for the consideration of the Central Coordinating Committee. Two representatives of the Classroom Teacher Association were present at this meeting.

On January 25, 1955, the Central Coordinating Committee accepted the recommendations of the Staff Personnel Study Committee.

On January 31, 1955, the final revised form of the Discipline Policy was submitted to the Education Committee of the Board of Education.

These examples will perhaps serve to illustrate how the Flint schools attempt to secure participation, at least by representatives of all those concerned as policies are developed.

George N. Wells.—I have been thinking for several weeks about what I could say that would be of interest to fellow educators of the general topic "Improving Communication between the School and Community," and more particularly about "the development of and the process of working with an advisory council of lay citizens." I fear that I have done little more than rearrange my prejudices.

In our society, grass roots are important. Our government emanates from the bottom upward rather than from the top down. The local community is grass roots. The greatest neglect of this generation is the failure of local initiative. President Eisenhower said as much when he was president of Columbia University.

For too long we have had little of a positive program to keep the schools public. You are all aware of the widespread attack on the schools. It has been written into the *Congressional Record*. On October 20, 1951, the Honorable William E. Jenner of Indiana asked and received permission to print in the *Congressional Record* an article entitled, "The Attack on the Schools," written by John T. Flynn. In this article Mr. Flynn referred to the attack as "what might be called the war in the schools." Yes, the war is on and we do not know why we are fighting nor can we always identify the enemy. You will recall that the writer of the Pasadena story stated that it was "a condition."

When we realize that our public schools are really not public because they have been operating apart, it is time to do something about it. H.

Clay Tate, editor of our local newspaper, *The Daily Pantagraph*, and a lay student of education, recently said to a group of educators in our community that education stands indicted by the public because, by and large, our schools have operated away from the public. Professor Herbert Hamlin, of the University of Illinois, states the problem and suggests a solution when he says in his recently published book, *Agricultural Education in Community Schools*, that:

The people of the district must have more contacts with and control over the school than they now have so that their wants and needs may be fully considered. Leaving the administration of the school to an elected board of education or to an administrator named by the board will not do. The people generally must be brought into touch with the school. The use of advisory councils and committees is one important device for doing this.

Our public schools are in a position somewhat similar to that of the ancient Babylonian kingdom of Belshazzar. You will recall that at the feast of Belshazzar, the king saw the handwriting on the wall. The moving finger wrote that the days of his kingdom were numbered and finished; that his kingdom had been weighed and found wanting. The days when the theory that all that is necessary is to do a good job and let it speak for itself are numbered and found wanting. *That is the handwriting on the wall for us.*

Educational planning has become a high type of social engineering.

Public participation is necessary for powerful schools.

Opening the lines of communication is the important job to be done.

Develop an understanding of what good schools look like.

Have a working agreement with the public.

If I am to be of any help on this occasion, I must talk about something I know about first hand. Accordingly, I shall briefly tell about the development

and operation of citizens' advisory councils in our community.

In 1944, at the close of World War II, the Bloomington story of public participation in educational planning began. At that time some of the leading citizens of Bloomington realized that the city could not go along in the old way.

These persons were the editor and the business manager of the local newspaper, members of the Association of Commerce, and members of the Rotary Club. They brought Dr. Allan Albert, an internationally known city planner, to Bloomington to survey the community and make recommendations for improvement. In his criticism of the community, Dr. Albert included a criticism of the schools and said in general that there was nothing basically wrong with the community—its resources or its people—except that it had slipped into a "lethargy that almost amounted to sleeping sickness."

You can well imagine the response to this indictment. A Better Bloomington Citizens Committee was formed with an Educational Panel. The Board of Education brought Professor W. C. Reavis from the University of Chicago to survey the public schools. The Educational Panel gave careful consideration to school problems, to the Reavis report and the Albert report and made recommendations that have served as a blueprint for the Bloomington public schools during the past ten years.

The citizens of the community showed their faith in the recommendations made by the Educational Panel when they provided the necessary funds.

The challenge presented to the Bloomington schools by the public through their representative committee has been both interesting and stimulating. Where but in America could the

people have a say in what is to be done in their schools? The story of educational progress in Bloomington is an exemplification of the democratic process in a free society. The public, speaking through their committee, said they wanted effective administrative organization for cooperative planning of curriculum, for in-service growth of staff, for specific delegation of duties, for effective relations between the public and the schools, and for good professional and cooperative staff relationships. They asked for added service such as kindergartens, adult education, a guidance program, vocational training including family living, and a complete physical education program.

The people requested the use of school buildings as community centers the year around; asked for long-term planning of a building program including proper seating, lighting, and ventilation; and recommended extension of grounds to meet modern demands of education. It is especially significant that the Panel expressed the opinion that emphasis should be placed on fundamental training in basic subjects, but also "that citizenship, not scholarship, is the ultimate end sought in the public school system." All of the above improvements were requested for the purpose of meeting the educational needs of children and youth. It is in the spirit of attempting to meet these needs that we in the public schools have worked to achieve the objectives set up by the citizens of our community. Many important improvements have been made as a result of this citizens' committee.

With this excellent background of success of public schools and citizens working together—nothing succeeds like success—it was relatively easy to organize an Advisory Council to the Bloomington Public Schools. In March, 1950, this council was formed with the

assistance of Professor Herbert Hamlin, consultant from the University of Illinois. The Advisory Council is composed of citizens truly representative of all elements (not organizations) in the community. In general, the purpose is to serve as a two-way channel of communication between the public and the schools. The purposes as stated in the constitution of the Advisory Council are as follows:

1. To study and express to the Board of Education its opinion on any questions concerning the Bloomington Public School system which are submitted to it by the Board of Education.
2. To, at all times, endeavor to express to the Board of Education the attitude of public opinion in the community on questions pertinent to the public school system of Bloomington.
3. To assist the Board of Education in explaining to the community the issues and problems from time to time arising.
4. To initiate and point out to the Board of Education any matter which the Council believes would bring about an improvement in the public schools of Bloomington.

During its first year the Council was engaged in establishing itself as a functioning organization. Members learned much about the schools by meeting in various buildings and securing information from school staff members.

The Advisory Council to the Board of Education was a direct outgrowth of "across-the-board" curriculum work as a part of the Illinois Curriculum Program with intensive consultation service from the University of Illinois. A charter for lay participation in educational planning was developed as a guide.

The Advisory Council was formed from a list of over one thousand names suggested by citizens for membership. The members were selected to get a cross-section of the community. Age, occupation, community interest, religion, new or old residents, parent or

non-parent, and district of residence were considered.

The first meeting of the Council was a complimentary dinner by the Board of Education. The Council drafted and adopted a constitution for its own guidance.

It has been actively engaged in study of school-community problems since its organization. It has had a marked influence on the improvement of the educational program and has increased understanding of the public schools and their needs.

Some of the accomplishments of the Advisory Council are as follows:

1. Initiated and co-sponsored with the Board of Education the public opinion poll, *What the People of Bloomington, Illinois, Think About Their Public Schools*.
2. Made recommendations to the Board and school staff on a study of the public opinion poll.
3. Conducted a school traffic survey with the Parent-Teacher Organizations, under the supervision of the Chicago Motor Club. The results were the proper posting of street signs and the securing of adult guards where needed.
4. Recommended to the Board of Education that accident insurance for school children be provided. A plan has been in operation during the past two years.
5. Conducted the evaluation of school buildings as a part of the school survey under the direction of the Field Services Division of the University of Illinois.

In conclusion, perhaps the generalization can be drawn from our experience in Bloomington that a formula seems to have emerged. In plain language it is this: When the people of a community become interested to the extent that they will, through representative organization, make suggestions for the improvement of the schools, they will support the public schools. In short "Public Participation—Public Understanding—Public Support." Public participation is necessary for powerful schools.

Publications of the North Central Association

Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, University of Minnesota, Minneapolis, Minnesota.

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY, Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan.
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service.
 - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high-school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
 1. *Atomic Energy*, by WILL R. BURNETT
 2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
 3. *Housing in the United States*, by A. W. TROELSTRUP
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 7. *The Federal Government and You*
 8. *Youth and Jobs*, by DOUGLAS S. WARD
 9. *The Family and You*, by HENRY A. BOWMAN
 - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
 1. *Sprouting Your Wings*, by BRUCE H. GUILD
 - C. Pamphlets produced as outgrowths of committee studies and projects.
 1. Study of Teacher Certification
 2. Developing the Health Education Program
 3. Better Teaching Through Audio-Visual Materials. (10¢)
 4. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
 5. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
 6. Incentives used in Motivating Professional Growth of Teachers (single copies 25¢, quantities of 10 or more 15¢ each).
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 - D. *Syllabus—Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
- III. Publications of the Commission on Secondary Schools, distributed free to members of the Commission and member schools.
 - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
 - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
 - A. *Revised Manual of Accrediting*. \$2.00 (unbound)
 - B. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge.
 1. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities.
 2. "Principles of Freedom in Teaching and Research," an extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*.
 3. "Know Your North Central Association," 1955.

4. "Faculty Inquiry into Intercollegiate Athletics," 1953 (A guide to a self-evaluative procedure for faculty committees that may wish to use it).
 5. "Athletics in Some of the Better Colleges and Universities," April, 1953.
 6. "The Impact of Foundations on Higher Education." Addresses by ROBERT D. CALKINS, WILMER SHIELDS RICH, and L. K. TUNKS. 1954.
 7. "Faculty Training and Salaries in Institutions of Higher Education," by MANNING M. PATILLO and ALLAN P. PFENISTER, April, 1955.
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies.
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- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage. Available from Editorial Office of THE NORTH CENTRAL ASSOCIATION QUARTERLY, 4019 University High School, Ann Arbor, Michigan.

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